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ABSTRACT

This volume documents the response to the final report of the National Commission on Excellence in Education, "A Nation at Risk," at national, state, and local levels during calendar 1983. It is divided into three parts. The first part, "The Nation Responds: An Overview," describes national developments in education during this period and summarizes state and local efforts to improve education. National developments include an outpouring of public support for educational reform, reflected and reinforced by the press and broadcast media, and an enthusiastic response from the education profession and the business community indicating a willingness to sponsor educational improvement. The second part, "State Initiatives," consists of an alphabetical list of state "profiles," providing information on each state's ongoing efforts at educational reform. The third part, "Sample Activities," consists of brief accounts of reform efforts in selected local school districts, postsecondary institutions, associations, and private sector organizations. Among local school districts, samples are included of efforts to improve the content of schooling, the time allotted for instruction, teaching, and administrative leadership. Postsecondary institutions are listed that are attempting to strengthen working relationships with schools or improve teacher education. Each listing of local school districts, postsecondary institutions, foundations, business-school partnership programs, and other types of organizations concludes with the name and phone number of a specific contact person. (TE)

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THE NATION RESPONDS

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THE NATION RESPONDS

Recent Efforts to Improve Education

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PREFACE

This volume describes the response to recent studies of education, including the report of the National Commission on Excellence in Education, *A Nation at Risk*. The Commission concluded in April 1983 that "the educational foundations of our society are presently being eroded by a rising tide of mediocrity that threatens our very future as a Nation and a people."

This report extends the information provided last December in the Department of Education's *Meeting the Challenge* and is in three parts:

- An overview which describes national developments in education in the last 12 months and summarizes State and local efforts to improve education.
- A section on State initiatives which provides a State-by-State profile of recent activities and a chart summarizing these initiatives.
- An informal sampling of significant efforts by local schools, districts, postsecondary institutions, associations, and the private sector.

Many individuals helped gather and verify information about the activities described in this volume. The contact persons in each State devoted a considerable amount of time and effort to this report by providing an accurate and comprehensive account of recent initiatives within their States.

This report was produced by the following staff members under the leadership of Milton Goldberg: Betty Baten, Carol Foley, Peter Gerber, James Harvey, Bruce Haslam, Jacqueline W. Jenkins, Alisa Longworth, Irene Lykes, Mollie MacAdams, Claude Mayberry, Shelia Sam, Ramsay Selden, Tommy Tomlinson, Susan Traiman, and Patricia Welch.

The staff of the Resource Assessment and Development Branch of the Center for Libraries and Educational Improvement in the U.S. Department of Education monitored educational reform in the popular press and professional journals. They include: Gwendolyn Austin, Margaret Bailey, Beverly Francis, Barbara Greenberg, G. Elaine Long, and Clarence Walker.

Susan Traiman provided continuing oversight for gathering of data and the preparation of this report. Jacqueline Jenkins handled all aspects of production. Editorial Experts, Inc., and Morgan-Burchette Associates assisted in designing, editing, and producing this report.

Gary L. Jones, Under Secretary of Education; Mary Jean LeTendre, Special Assistant to Secretary Bell; Donald J. Senese, Assistant Secretary, Office of Educational Research and Improvement; and Manuel J. Justiz, Director of the National Institute of Education, gave needed support for this entire effort.

FOREWORD

Just a year ago, on April 26, 1983, the National Commission on Excellence in Education released its report, *A Nation at Risk: The Imperative for Educational Reform*. In his letter transmitting the report to me, the Chairman of the Commission, David P. Gardner, urged that I assure wide dissemination and full discussion of the report and encourage appropriate response to it throughout the Nation.

I have tried to be faithful to that charge. This report, *The Nation Responds*, represents a part of the Department of Education's effort to ensure that the issues highlighted by the National Commission continue to receive the attention they should.

Since *A Nation at Risk* was published, the President has received and endorsed the report in a formal White House ceremony, participated in two regional education forums, and addressed a plenary session of the National Forum on Excellence in Education. The National Forum, held in Indianapolis, Indiana, was the culmination of 12 regional forums sponsored by the Department. I have also directed that the Department's discretionary funds be allocated to activities that foster excellence.

The Government Printing Office reports that over 70,000 copies of *A Nation at Risk* have been purchased, and private groups have reprinted at least another 500,000 copies for their own constituencies.

In addition, the Department estimates that millions of readers have had access to the report through GPO copies, other reprints, and extensive excerpts from the report in such national newspapers as the *New York Times*, the *Washington Post*, and the *Oregonian*.

The interest in educational reform received additional impetus during the past year through the publications of other reports from prominent experts and organizations, including John I. Goodlad, Theodore Sizer, the Education Commission of the States, the College Entrance Examination Board, the Twentieth Century Fund, the Carnegie Foundation for the Advancement of Teaching, and the National Science Board. All, in their own way and from their own vantage point, stressed the need to improve and reform American secondary schools. All who care about education are in their debt.

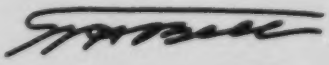
But as a glance at *The Nation Responds* makes clear, our deepest gratitude must be reserved for the teachers, administrators, parents, students, and citizens who took these messages to heart. The response to the announcement that American education is in trouble has been nothing short of extraordinary. State by State, community by community, citizens, educators, and public officials have accepted the challenge. This report is a record of what we have been able to accomplish in just 12 short months.

As the National Commission noted a year ago, many schools, districts, and States had already begun the arduous and serious work of reform. *The Nation Responds* demonstrates that this work is already bearing fruit. It reaffirms, as well, the truth of Dr. Gardner's observation that the problems of American education can be both understood and corrected if the people and their public officials care enough and are courageous enough to do what is required. The wave of reform sweeping the country demonstrates the abundance of that care and reform.

I applaud the members of the National Commission for their role in this great movement. They helped initiate the greatest debate about education in a generation, supported reforms already underway, and stimulated new commitment.

I believe, also, that the many thoughtful commentaries on the report, both approving and critical, have helped contribute to this discussion.

Finally, I must express my pride that my colleagues in education have responded so professionally to the demands for improvement. Amidst all the criticism of the profession, and the lack of recognition under which so many teachers and administrators labor, educators saw in these reports an opportunity to advance American education. They seized that opportunity boldly.



T. H. Bell
U.S. Secretary of Education

May 1984

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THE NATION RESPONDS: AN OVERVIEW

Americans will remember 1983. During that year, deep public concern about the Nation's future created a tidal wave of school reform which promises to renew American education. Citizens, perplexed about social, civic, and economic difficulties, turned to education as an anchor of hope for the future of their Nation and their children. Schools survived an unprecedented firestorm of critical comment and attention from the press to emerge at the end of the year with greater public support than at any time in the recent past.

1983 was the year in which:

- The ethic of excellence reasserted its strength as a beacon for American education and a measure of progress.
- Several major studies on American secondary schools appeared, some of them in preparation for years.
- Professional educators seized the opportunity to make improvements in school practice.
- Consensus developed over the imperative to close what Ernest L. Boyer, President of the Carnegie Foundation for the Advancement of Teaching, called "the alarming gap between school achievement and the task to be accomplished."
- The Nation's Governors exerted their leadership, and were supported by legislatures across the country in enacting and funding comprehensive school reform packages.
- Corporate leaders enlisted in the struggle to improve education.
- The American public, after years of dissatisfaction, reaffirmed its faith in American schools, listed education high among its concerns about the national agenda, and supported tax increases tied to improving educational quality.

Several of these developments were well underway before the National Commission issued its startling report *A Nation at Risk* in April 1983. The other significant analyses produced during the year also supported the reform movement.

Nevertheless, it remains true as the *New York Times* reported in June 1983 that the Commission "brought the issue [of education] to the forefront of political debate with an urgency not felt since the Soviet satellite shook American confidence in its public schools in 1957."

THE RESPONSE

The actions of individual institutions and governing structures—schools, colleges, local boards, Governors, and State legislatures—provide one measure of the response to the reports issued by the Commission and others. But this reform movement extends beyond specific schools and governing bodies to include the general public, the press and broadcast media, as well as the broad profession of education.

Public Response: Education has vaulted to the forefront of the national agenda, and the public acceptance of these reports is compelling evidence of their impact. Recent opinion polls confirm that the people know and understand the importance of education to the Nation's material well-being and their own future. They are indeed willing to act on the belief that education belongs at the top of the national agenda. For example:

- *Newsweek* reported in February that unemployment was the only issue ranked higher than education in its national survey of important issues in the 1984 Presidential campaign. Two-thirds of the voters surveyed cited the quality of public education as one of the most important issues—higher than inflation, relations with the U.S.S.R., protecting American jobs, or the Federal deficit.

- The National Conference of State Legislatures reported in October 1983 that education, along with crime and unemployment, ranks at the top of the Nation's domestic agenda. Unlike other issues, however, there is "almost total agreement" among all sections of the public on the fundamental value of education and what needs to be done to improve it.

- A fall 1983 poll by the Public Policy Analysis Service indicates intense support among all population groups for the proposition that the erosion of public education threatens "our future as a nation." Over 70 percent of those surveyed agreed.

- Two leading public opinion researchers, Robert M. Teeter and Peter Hart, agree with a May 1983 Gallup Poll indicating that American taxpayers will support increased funding for education, but only if quality is assured. The Gallup Poll indicated that 58 percent of the respondents would be willing to pay more taxes to help raise the standard of education in the United States.

- Even students appear to support the reports' findings. Last summer's delegates to the Annual Conference of the National Association of Student Councils over-

whelmingly endorsed more rigorous standards, higher pay for teachers, higher standards for teacher candidates, and upgrading textbooks.

- Business and corporate leaders have also taken up the challenge. Many chambers of commerce, statewide Business Roundtables, and countless local business organizations have taken the lead in promoting corporate contributions to education, encouraging employee involvement with the schools, and in supporting legislative and budget support for educational reform.

- The public, represented by its elected officials, is willing to support reforms extending beyond the reports. Most of the analyses of the past year centered on the American high school, and several of them focused on mathematics and science. The enacted reforms are far more comprehensive, often including the entire school curriculum from kindergarten through grade 12.

A related development is equally significant: The National Parent Teacher Association (PTA) reports an increase of 70,000 members over the past year after a 20-year membership decline. This encouraging news indicates that members of the public are aware of their responsibilities as both citizens and parents.

This outpouring of support confirms the public's steadfast belief in education as one cornerstone of a satisfying life, a civil society, and a strong economy.

Press and Broadcast Media: The response of the press and broadcast media to this wave of reports has been remarkable, and goes beyond recording the existence of the reports and reaction to them. Editorials, political cartoons, and special features have illuminated the fundamental importance of education in a technologically advanced society dedicated to individual freedom and democratic values.

A Department of Education review of 45 different newspapers —including both national and local papers—identified over 700 articles related to *A Nation at Risk* in the 4 months following the report's release. Moreover, major periodicals, including *Time*, *Newsweek*, *The New Republic*, and *Better Homes and Gardens*, have devoted extensive space to commentary on the Commission and on educational issues.

In the last 8 months press attention to the issue of quality education has continued. Both national and local newspapers built on the initial excitement attending release of the Commission's report with in-depth articles on how local schools and school systems were attacking their problems.

The broadcast media's attention to the report occurred mostly in the spring and summer of 1983, although local stations, network, independent, and public, continue to feature educational issues.

Network television coverage of educational issues in the past 12 months has included: NBC's "Today Show," "Nightly News," "The McLaughlin Group," and "Meet the Press"; CBS' "Evening News," "Morning News," "Agronsky and Company," and "Phil Donohue Show"; and ABC's "World News Tonight," "Nightline," "Good Morning America," and "The David Brinkley Show;" and a PBS special on the American high school. In addition, cable television available to national audiences included two "Close-Up" shows on the C-SPAN Network.

The Education Profession: Of all the responses to the calls for reform, the reaction of the education profession and its national leadership is the most heartening. Laying aside individual disagreements about specifics, the profession has responded in the public interest. For example:

- In November 1983, the Forum of Educational Organization Leaders, representing schools of education, teachers' unions, chief state school officers, school boards, school principals, and parent-teacher associations, presented a joint response welcoming the reports and endorsing specific actions relating to curriculum, use of school time, testing and evaluation, and teaching.

- The Council for American Private Education has initiated a new effort to recognize outstanding private schools.

- The leaders of both the National Education Association and the American Federation of Teachers have participated actively in the debate about performance-based pay.

- Leaders of the Nation's schools of education are studying fundamental reforms in teacher preparation programs, and have created a broad-based Commission on Teacher Education.

- School officials in such cities as Boston and Atlanta are forging new alliances with the business community in an effort to improve education, and similar coalitions are springing up around the country between schools and colleges and universities.

- A review of leading professional journals, several of them published by education associations, indicates that between April 1983 and the fall over 100 articles appeared in response to the spate of reports, nearly one-half of these articles on teaching, but many of them on other areas of concern: curriculum content, expectations, time, and leadership and fiscal support.

Teachers, administrators, and other education professionals, in short, have seized on what Albert Shanker, President of the American Federation of Teachers, has described as an "unprecedented opportunity for education."

NATURE OF THE REFORM MOVEMENT

Of all the characteristics of the current reform movement, one in particular gives promise for significant long-lasting change: the comprehensive nature of the proposals. These efforts are not narrow in origin, focus, support, or goals. The diversity of task forces at work on education around the country—task forces including citizens, parents, students, teachers, administrators, business and community leaders, and elected and appointed public officials—is evidence of the scope.

The extraordinary array of initiatives under discussion and underway is impressive: performance-based pay, incentives for outstanding achievement, career ladders, new teacher preparation programs, revised graduation requirements, increased college admissions requirements, longer school days, and new extracurricular and athletic policies.

The comprehensive nature of this movement helps explain new coalitions of State and local officials, colleges and universities, the private sector, and schools working on quality education. Such coalitions can be seen in North Dakota, which has developed a proposal to recognize and reward "merit schools," and in the effort to improve textbooks, in which a conference organized by the State of Florida has focused the nationwide attention of legislators, scholars, educators, and publishers on the goal of improving the quality of school texts and instructional materials.

Finally, the scope of the reform effort includes both short- and long-term strategies for improvement. In some cases, action on comprehensive packages has been completed. But in others, decisions will be made as State and local studies are announced, options debated, and implementation plans completed. Yet another approach involves pilot testing of proposals and research on their effects before requiring wholesale adoption.

STATE EFFORTS

State leadership is one of the hallmarks of this reform effort. As of April, the Education Commission of the States counted 275 State-level task forces working on education in the past year.

Governors' State of the State messages delivered to 1984 legislatures were dominated by the theme of excellence in education. Textbooks, career ladders, performance-based pay, and graduation requirements are all under review, and most States have been

fortunate to have the active support of leading legislators, prominent private citizens, and businessmen and women.

The national reports are not the only lever for change. Many States have been working on these issues for some time. The confluence of these State and national activities explains in large part the success of the reform movement. Moreover, astute political leaders have seized the nationwide interest to enact education agendas that had been languishing at the State level.

The next section of this report provides a detailed listing of educational reform in each State and the District of Columbia. These individual efforts add up to significant national change. For example, of the 51 jurisdictions:

- Forty-eight are considering new high school graduation requirements, 35 have approved changes.
- Twenty-one report initiatives to improve textbooks and instructional materials.
- Eight have approved lengthening the school day, seven, lengthening the school year, and 18 have mandates affecting the amount of time for instruction.
- Twenty-four are examining master teacher or career ladder programs, and six have begun statewide or pilot programs.
- Thirteen are considering changes in academic requirements for extracurricular and athletic programs, and five have already adopted more rigorous standards.

LOCAL EFFORTS

As school began last fall, *Newsweek* noted it "was going to be different this year." In public and private schools across the country this is proving to be the case as changes are proposed and implemented. School will probably be "different" for some years to come.

No systematic survey exists of the prevalence or nature of local efforts, but the number and quality of changes being publicized suggest a powerful and broad-based movement. Many local boards created their own local commissions and task forces in response to the national attention and rated their own schools against checklists of the findings and recommendations of the national reports. The National School Boards Association distributed about 100,000 checklists to local boards.

Other boards capitalized on the heightened public interest to enact changes that had long lain dormant. Still other localities report that school bond and school board proposals have received more support since the intense publicity directed a spotlight on the schools. In at least two cases, *A Nation at Risk* was used in a

local political context: one candidate for local school board simply used the text as his platform; in another district, the text was included with the property tax bill mailed to local residents.

OTHER EFFORTS

The past year also saw a quantum increase in the variety of public school activities involving leaders of the university, corporate, and foundation communities. The scope of these activities does not permit easy categorization or description, but some general observations can be made.

Postsecondary Education: Colleges and universities, although not the focus of most of the reform interest, have become involved in partnerships with the schools. The array of activities represents the variety of local problems and the diverse nature of higher education. The responses include placing scholars in schools, raising entrance requirements, collaborative efforts to improve the relationship between high school and undergraduate programs, institutional study groups on excellence, and teacher education reforms. The diverse activities in the world of postsecondary education include:

- Teacher education reforms emphasizing more academic content as well as more experience in classrooms, including internship programs.
- Statewide and local study groups working with individual schools and districts to define the skills and competencies required to improve the chances of making a successful transition to undergraduate education.
- Undergraduate scholarships, frequently offered in conjunction with local employers, to encourage study in such fundamental areas as writing, mathematics, and science.
- Thirteen collaborative experiments supported by the College Entrance Examination Board to smooth the student's passage from high school to college.
- A joint statement from the Presidents of Harvard, Stanford, Michigan, Wisconsin, Chicago, and Columbia defining ways in which major research universities could strengthen their ties with schools.

Corporate and Business Activities: Reliable figures on corporate gifts to elementary and secondary education are not available. The Council on Financial Aid to Education estimates that corporations provided a record $1.3 billion in gifts and equipment to education in 1982, but only about 4 percent went to public and private elementary and secondary schools.

Nevertheless, several multi-

year corporate awards are of national consequence. These include: a $3 million commitment in the publishing world to improve literacy; a major oil corporation's $6.7 million award for films and materials to improve mathematics teaching; and significant donations of computer equipment from major firms, including one gift of $12 million in computers to 26 cities.

The scope and magnitude of business support for the schools has increased dramatically in the past few years, particularly in two areas: support for local education foundations, and innovative efforts including national advertising campaigns and partnership programs which involve employees, officers, and even stockholders in local school improvement.

Corporate outreach efforts are impressive:

- Eleven major corporations have agreed to help the public schools of the District of Columbia establish a management institute to help principals and administrators improve their school management skills.

- The California Business Roundtable commissioned a costly independent study of how to improve California public schools and vigorously supported State reform legislation.

- A remarkable variety of adopt-a-school programs exists across the country, including not only businesses, but also civic groups and trade unions. Tutoring, counseling, field trips, guest speakers, and summer jobs for students and faculty are among the benefits provided by these programs. In Los Angeles alone, over 200 employers have adopted schools.

- More than 400,000 business representatives, mostly from small businesses, serve on almost 40,000 vocational education advisory councils, and thousands of working farmers are involved with nearly 8,000 Future Farmers of America clubs.

Foundations: A number of large independent foundations have always taken a significant interest in American public education. That interest has never been more apparent than in the past several years. Major foundations provided substantial support for the development of several of the reports produced in the past year.

Philanthropic commitment to improving education has intensified in the aftermath of the studies. Significant awards include those from the Carnegie Corporation to the Education Commisson of the States for a program to help government and business leaders improve education, from the Atlantic Richfield Foundation for a Carnegie Grants Program for High

School Improvement, and from the Ford Foundation for awards to address the educational problems of migrants and refugees and to help teachers in urban schools.

According to the *New York Times* last November, an estimated 350 local education foundations have been established in the past few years. Formed by local boards, businessmen and women, and other community leaders, these foundations provide funds for specific educational activities and rally community support for the schools.

1984 AND BEYOND

As the Nation moves forward with the agenda defined last year, it becomes apparent that defining the goal of excellence and mapping the route represent but a beginning. The call for excellence in education as a foundation for excellence in the Nation has been issued and heard. But difficult, seemingly intractable problems of implementation and practicality remain to be understood and attacked.

It has always been clear that changes in one area of education, such as graduation requirements, immediately affect virtually all others, including the time available for instruction, the role and qualifications of teachers, fundamental questions about the purpose of American secondary schools, and local leadership and fiscal support.

What is most encouraging about current developments is that citizens, educators, and leaders of business and government are acting on the understanding that education is a seamless garment, and are proposing and supporting comprehensive solutions.

Of all the issues emerging, educators believe that the greatest perseverance will be required to reconcile the traditional emphasis on access with the developing imperative for excellence. They fear that ignoring either goal places enduring national values in jeopardy.

The National Commission on Excellence in Education recognized that special support and attention should be provided to particular groups at risk, including the gifted and the educationally disadvantaged. The Commission was convinced that the solution to the apparent dilemma of pursuing both equity and excellence lay in a system of institutions and values that encouraged everyone to perform at the boundaries of individual ability in ways that tested and extended personal limits.

This reconciliation requires the wit, skill, and ingenuity of every student, parent, citizen, and public official. As the Commission reminded us, it is the America of all of us that is at risk, and it is to each of us that the imperative for excellence is addressed.

STATE INITIATIVES

STATE PROFILES

This section includes highlights of *recent* reform initiatives in each of the 50 States and the District of Columbia as of early April 1984. It is *not* a comprehensive status report on all ongoing school improvement activities in each State. For example, many States have long-established professional development programs for teachers and administrators; but only recently established or expanded programs are included. Therefore, it is important for readers to note that the absence of a check mark in the chart on p.140 or the absence of a paragraph in the profile for a particular State does not imply that there are no activities in that area.

The variation in the amount of information on each State reflects differences in legislative schedules, task force report due dates, and numbers of initiatives proposed and passed or defeated. All of the information in this section was verified between March 23 and April 6.

ALABAMA

TASK FORCE: The State Education Department established a task force which issued *A Plan for Excellence: Alabama's Public Schools* in January 1984. The report draft with recommendations was widely circulated for comment among school personnel, administrators, and citizens, and it addresses several issues under four major headings: (1) Learning—The Student; (2) Teaching—The Teacher; (3) Leadership—The Administrator; and (4) Support—The Public. Within these four headings, a large number of issues including instructional time, the basics, teacher education and compensation, governance responsibility and planning, improvement of substandard schools, accreditation, and financial support from the public, the legislature, and business and industry, are covered with appropriate recommendations. In response to the report, the State Board of Education has approved 48 resolutions, many of which are now before the Legislature for its consideration.

CURRICULUM REFORM: In response to the January report, the State Board of Education has approved two resolutions: (1) defining the basics in grades K-8 to include reading, language arts, mathematics, science, social studies, computer literacy, art, music, and physical education; and (2) strengthening high school graduation requirements.

GRADUATION REQUIREMENTS: The State Board recommends that, effective in 1985-86, new high school entrants will have to complete the following program: 4 years of English, 2 each of mathematics and science, 3 of social studies, 1 in health, and ½ each in physical education and home management. Students must acquire computer literacy by participation in related coursework. In addition, 9 electives are permitted for a total of 22 units for the diploma. Additional requirements are proposed for an "advanced" diploma and a special certificate is recommended for students who meet attendance requirements but lack the credits necessary for a diploma.

STUDENT TESTING: Beginning in 1985, all students must pass a basic skills test to receive a diploma. The test is first offered in 11th grade. *A Plan for Excellence* endorses this requirement and recommends the continuance of the statewide competency and norm-referenced testing programs. Deficiencies identified are the basis for remediation programs, adjustments in curricula and parent-teacher conferences. The State Board's resolutions support the report as well as the development of additional assessment instruments to determine students' vocational interests.

TEXTBOOKS/INSTRUCTIONAL MATERIALS: Among the State Board's resolutions is a recommendation for adequate funding for instructional materials, texts, equipment, and libraries.

SCHOOL DISCIPLINE: The State Board has recommended that each local board adopt a code of student conduct and discipline.

INSTRUCTIONAL TIME: The State Board has recommended limits on disruptions to instructional time such as selling magazines and announcements, and providing teachers with planning time and limiting non-instructional duties such as monitoring halls. In addition, the Board has (1) recommended that the State Course of Study Committee develop recommendations regarding time on task for required courses, and (2) asked the Legislature to rescind a number of mandated curriculum elements such as driver education. The report

recommended enforcing existing requirements for a 6-hour, 175-day school year, and stressed the need for study skills instruction and homework in each subject. The Board asked the Legislature to fully fund the State's kindergarten program. A resolution to establish stronger regulations for summer school operations was received by the Board at its March 1984 meeting, and the Board has indicated its intention to adopt this at its April 1984 meeting.

EXTRACURRICULAR ACTIVITIES POLICY: The Alabama High School Athletic Association has recommended reducing the time demands of interscholastic athletic programs by limiting the number of permissible games. The State Board has endorsed this recommendation and also suggested prohibiting extracurricular activities during the school day.

TEACHER PREPARATION: *A Plan for Excellence* recommends raising admissions standards for teacher education programs, evaluating teacher education programs, and developing unified course requirements for students in such programs. In addition, day-trade teachers, individuals employed in a trade area, who do not have college preparation, will be required to pass an English Language Proficiency Test and an occupational competency test prior to certification. Also, a Statewide Teacher Internship Program, to assist beginning teachers, will be established.

TEACHERS' SALARIES: The report recommends making salaries for Alabama teachers professionally competitive and urges the Legislature to increase State allocations for teachers at the baccalaureate, master's and 6th-year levels.

PERFORMANCE-BASED PAY: *A Plan for Excellence* recommends that the Governor appoint a task force to examine teacher compensation issues including salary schedules, incentive or merit pay, and career ladders. The task force's plan should be implemented in 1985-86.

TEACHER SHORTAGES: A scholarship program, now in its second year, is directed at shortages in science and mathematics. *A Plan for Excellence* recommends temporary certification procedures for such people as retired military, business and industrial experts, and the State Board has approved two resolutions in this area: the first endorses the report's recommendation; the second urges local boards to hire retired or former teachers on a part-time basis.

PROFESSIONAL DEVELOPMENT: The State Board has recommended extending teacher contracts to 185 days from 175 for professional development purposes, and establishing assessment centers for administrators to assess and improve performance.

Verification: Michael R. Hamilton, Aide to the Superintendent/Public Relations, State Department of Education, (205) 832-6957.

ALASKA

The State Department of Education has started a program to help local districts assess their programs and to design and implement improvement activities. The Department will develop profiles of the 53 districts and more than 450 schools in the State. A team, headed by a senior Department official, will visit and prepare the profiles, which will be open to the public. The effort is intended to focus on student achievement and to help those responsible for educational improvement in Alaska to learn about similar efforts and their effectiveness, identify resources, and improve educational opportunities.

CURRICULUM REFORM: The State Department of Education is preparing a model secondary curriculum under mandate from the State Board of Education. The curriculum will be discussed at the May 1984 Board meeting. The Board recently mandated preparation of a model elementary curriculum that local districts might adopt or adapt. The Department is also focusing on the process of curriculum development.

GRADUATION REQUIREMENTS: The State Board of Education in April 1984 will take final action on increased, State-mandated graduation requirements. The proposal before the Board would increase total required credits from 19 to 21 for students graduating in the 1984-85 school term, with the provision that districts which are short of that level must raise their requirements by at least one credit per year. In 1985, requirements would include 4 years of English, 3 each of social studies, 2 each of mathematics and science, and 1 year of physical education and health. Currently, only 1 year is required in each of the five subject areas.

TEXTBOOKS: The Department is conducting an extensive review of textbooks and instructional materials appropriate to the curriculum initiatives. A State history text for juniors and seniors is in the final stages of preparation by the Alaska Historical Commission, an agency of the Department.

SPECIALIZED SCHOOLS: As a result of action by the U.S. Congress, the State has been offered 80 acres of land, 59 buildings, and $22 million to develop a former Bureau of Indian Affairs High School as a comprehensive high school and vocational center to serve all Alaskan students.

EXTRACURRICULAR POLICY: The Alaska School Activities Association establishes standards for student participation in extracurricular activities. Anchorage, with about 40 percent of all Alaskan students, recently adopted academic requirements for extracurricular participation that are more stringent than those set by the Association.

TEACHER CERTIFICATION: A review of certification for K-12 teachers and administrators is targeted for completion by June 1984. Issues being examined include certification requirements for rural teachers. Special course descriptions of teacher training will include requirements for courses in the history and culture of the native populations as a requirement for a teaching certificate.

SCHOOL RECOGNITION: The Commissioner of Education will establish a merit schools program to assess the performance of schools, based on student achievement and exemplary educational opportunities.

PROFESSIONAL DEVELOPMENT OF TEACHERS: The Learn Alaska Network uses satellite communications to bring instructional television and audioconferencing to more than 250 rural and urban communities. The State has developed training in computer-assisted instruction to improve use of more than 2,000 microcomputers located throughout Alaska's school districts. One-fourth of Alaska's 7,100 teachers have received training, and an additional 1,000 teachers per year are receiving training.

PROFESSIONAL DEVELOPMENT OF ADMINISTRATORS: The State Department of Education is focusing on the leadership responsibilities of principals by conducting workshops for most school districts by the end of 1984 to improve supervision and management skills, particularly for their role as instructional leaders to improve student achievement. Starting at the end of the 1983-84 school year, the Department will offer school boards model programs for the assessment and selection of principal candidates which were developed by the National Association of Secondary School Principals.

Verification: Harold Raynolds, Jr., Commissioner of Education, State Department of Education, (907) 465-2800.

ARIZONA

TASK FORCE: A task force appointed by the Governor to study all aspects of Arizona education has issued a comprehensive report on a wide range of issues, such as teacher training and certification, the K-12 curriculum, education of the handicapped, and school finance. The task force was appointed to review education in the light of the NCEE report.

The Governor also appointed a Task Force on Teacher Education to study and make recommendations for improvement of all aspects of teacher preparation programs.

CURRICULUM REFORM: In the spring of 1983, the Legislature mandated the development of courses of study for all subject areas and all grades (K-12). The State Department of Education has been working to implement the new mandate. The Legislature has directed the State Board of Education to develop minimum skill requirements for promotion from 8th grade and graduation from high school. Work is completed, and the new standards will be sent to local districts by the beginning of the 1984-85 school year.

GRADUATION REQUIREMENTS: Starting with the graduating class of 1987, all high school seniors will be required to complete 2 years each of mathematics and science and 4 of English, an increase of 1 year for each subject. Twenty units will be required for graduation, compared to 18 units currently.

COLLEGE ADMISSIONS: Beginning in 1987, the State Board of Regents will require 4 years of English, 3 of mathematics and 2 each of laboratory science and social science for admission to the three State universities.

STUDENT TESTING: The State Board of Education is developing a proposal for a 3rd grade check point that would require local districts to establish testing of pupils to insure minimum competence and lessen the need for remediation in the middle and secondary levels.

TEXTBOOKS: The Legislature is considering a proposal from the Governor to provide free textbooks to Arizona public school students.

ACADEMIC ENRICHMENT: The State Legislature appropriated $50,000 to provide mathematics and science centers for gifted high school students and students with special talents in mathematics and science to encourage them to pursue those disciplines at the college level.

ACADEMIC RECOGNITION: The State is making plans for an "Academic League" to encourage statewide competition in academic areas similar to the competition in sports. Early plans call for scholarships for winners and the involvement and support of the private sector. Current thinking calls for each school fielding an academic team.

SCHOOL YEAR: An increase in the school year from 175 to 180 days is being considered by the Legislature. In addition, school attendance would be compulsory until 10th grade under the legislation.

TEACHER CERTIFICATION: The State Board of Education is asking for funds for the Arizona Teacher Residency Program, which would be required for certification for all teachers. The program would require teachers to demonstrate competence in 14 skill areas associated with effective instruction during their initial period of employment. Reviews would be conducted by trained observers, including other teachers. Thirteen Arizona districts are operating the program on a voluntary basis.

TEACHER SALARY INCREASES: The Governor proposed that $6 million be appropriated for teacher salary increases and a performance-based pay plan. The request is being considered by the Legislature.

MASTER TEACHER/CAREER LADDER: The State Legislature is considering a bill that would encourage local districts to develop career ladder plans.

PROFESSIONAL DEVELOPMENT OF ADMINISTRATORS: The State Board of Education has approved a Principals Academy for the State.

Verification: Thomas Reno, Associate Superintendent, (602) 255-5754.

ARKANSAS

TASK FORCE: A State Education Standards Committee issued a report that recommended new standards and requirements for public education in December 1983. The standards were adopted by the State in February 1984 and will become effective in June 1987. The Committee recommended loss of accreditation for failure to comply with the standards.

A Quality of Higher Education Commission, with a mandate similar to the Education Standards Committee, will issue its draft report in July 1984.

GRADUATION REQUIREMENTS: As of June 1987, students will need the following to graduate: 4 units of English; 3 units of social studies or 2 units of social studies and 1 unit of practical arts; 5 units of mathematics and science, which may be either 3 units of mathematics and 2 of science or 2 of mathematics and 3 of science (1 unit each of life science and physical science are required); ½ unit of physical education; ½ unit of health; 1½ units of fine arts; and 6½ units of electives, with a total requirement of 20 units.

COLLEGE ADMISSIONS: In February 1984, the State Board of Higher Education adopted recommendations of a study commission to require the same 13½ specific courses for admission to college by 1990 as are required for high school graduation.

STUDENT TESTING: A testing program has been established for grades 3, 6, and 8. Students must pass the basic skills test in the 8th grade in order to proceed to high school. This is referred to as the "promotional gates" program.

DISCIPLINE: Legislation has passed requiring districts to develop discipline policies.

ACADEMIC ENRICHMENT: The State Department of Education has established an annual summer residential and day program to provide enriched educational offerings for high school students who have demonstrated exceptional abilities in science, mathematics, computer science, social studies, the arts and music, literature and communication, and foreign language. The program is expected to begin in the summer of 1984.

ACADEMIC RECOGNITION: Legislation was enacted to establish statewide recognition programs for teachers, schools, and students. The programs will provide minigrants to teachers for development of educational programs, grants to schools, and recognition to students. In addition, legislation has established an Effective Schools Program, under which effective schools will be identified and helped to reach model standards. These schools will be used as resource models to help other schools improve.

SCHOOL DAY: Legislation has passed requiring instructional time to be increased from 5 to 5½ hours per day.

LONGER SCHOOL YEAR: Beginning in June 1987, the school year will be increased from 175 days to 178 days per year; in 1989-90, the year will be increased to 180 days. Teacher contracts will be extended to 185 days starting in June 1987 and to 190 days in the 1989-90 school year.

TEACHER CERTIFICATION: Teachers must pass a basic literacy test and must also pass an examination in their area or take an additional 6 hours of courses in the content area to be certified.

SALARY INCREASE: Under the new funding formula, 70 percent of new money allotted to districts has to go for teacher salaries or the districts must spend enough money to get half-way to surrounding State averages.

TEACHER SHORTAGES: A program has been developed to loan up to 50 percent of costs for teacher training in science and mathematics. Up to 100 percent would be forgiven if teachers taught for 5 years.

PROFESSIONAL DEVELOPMENT OF TEACHERS: The Arkansas Teacher Education and Certification and Evaluation Committee has been given the task of studying the professional development of teachers as well as teacher certification.

PROFESSIONAL DEVELOPMENT OF ADMINISTRATORS: Leadership programs have been established for administrators and school board members for professional development.

OTHER ACTIVITIES: The State Board of Education has adopted the following class size ratios: 1 to 20 for kindergarten; 1 to 23 with a maximum of 25 for grades 1-3; 1 to 25 with no more than 28 for grades 4-6; 150 students per teacher per day with a limit of 30 per class for grades 7-12.

As a result of recent legislation, students will not be allowed to drop out until their 17th birthdays in an effort to stem the State's dropout rate. Scholarships will be provided to achievers who stay in Arkansas to attend college.

Legislation has established a statewide Parent Involvement Program to give parents materials and training designed to help them effectively tutor their children in basic skills.

FUNDING: A 1-cent increase in the State sales tax took effect in November 1983 to pay for $160 million in school improvements.

Verification: Dianne Woodruff, Communication Supervisor, State Department of Education, (501) 371-1563.

CALIFORNIA

The Governor's 1984 budget calls for funding of major sections of the educational reform legislation that was enacted in 1983. Funding would increase under the budget from $11 billion to $11.9 billion. The Governor also is seeking to restore $211 million for teacher retirement, which he vetoed in 1983. The State Department of Education is implementing the reform program.

TASK FORCE: The State Board of Education has established five task forces to develop model curriculum standards in mathematics, science, computer education, language arts, and history/social sciences. The California Legislature in July 1983 enacted a major educational improvement effort under an $800 million reform bill for grades K-12. The reform package includes the following components:

GRADUATION REQUIREMENTS: The legislation mandates graduation requirements effective in June 1987 of 3 years each of English and social studies, 2 years each of mathematics and science, 1 of fine arts or a foreign language, and 2 of physical education. The State requirements augment those established by local districts. In separate action, the State Board of Education adopted in June 1983 model graduation requirements, including 4 years of English, 3 of mathematics, 2 each of science and foreign language, 3 of social studies, 1 of visual and performing arts, and ½ of computer studies.

STUDENT TESTING: The legislation instituted Golden State High School Achievement Tests for high school seniors to obtain honors at graduation and funded a pilot program to reward high schools for improving student academic achievement. Cash awards are available for improvement in student achievement relative to past performance. The legislation also adds 10th grade as a testing point in the State testing program. The Department is studying ways to implement the honors program. Criteria are being established for a pilot program to provide cash awards of up to $400 per pupil to schools that increase student achievement. Tests also are being developed for grade 8, which was previously established as a testing point in the State Testing Program.

TEXTBOOKS: More money ($39.5 million) was provided in 1983 for the schools to purchase textbooks and instructional materials for grades K-12. State funding was almost doubled in 1984. Schools may receive $14.40 per pupil for grades 9-12 and, for the first time, $21.40 for grades K-8. The State Superintendent has begun a campaign to upgrade textbooks in concert with other States.

SPECIALIZED HIGH SCHOOLS: Funds are targeted for development in the 1984-85 school year of specialized high schools in high technology and the performing arts. The legislation also provided for the establishment of summer school programs in mathematics, science, and other critical academic areas.

SCHOOL DAY AND YEAR: At the option of districts, the school year may be increased by 5 days to 180 per year, and instructional time in the school day from 240 to 300 minutes in grades 4-8 and from 240 to 360 minutes in grades 9-12. Districts that add time will receive State funding. Per pupil payments range from $20 to $40 for incremental increases in time.

DISCIPLINE: The legislation provided for improved classroom discipline. Parents of truants must be notified. Expulsion is required to be recommended for serious physical injury, possession of firearms or other weapons, unlawful sale of controlled substances, and robbery or extortion. The legislation permits districts to adopt policies to fail students for poor attendance and requires that districts adopt promotion and retention policies.

TEACHER CERTIFICATION/PREPARATION: The reform package authorized: (1) another year of funding for Teacher Education and Computer Centers that offer inservice training to teachers in computer literacy, mathematics, and science; (2) schools that cannot otherwise find qualified teachers to hire teacher trainees who have college degrees and passing scores on the California Basic Education Skills Test and on subject-matter tests for the areas in which they will teach, if the trainees have the assistance of a mentor teacher and an individual training plan; (3) requirements that people who obtain teaching credentials after September 1, 1985, complete 150 hours of professional growth activity in each 5-year period thereafter; and (4) establishment of a variety of other requirements and programs for teachers in all subject matter areas.

TEACHER SALARIES: The legislation permits districts to increase beginning teachers' salaries by 10 percent per year over 3 years to a target of $18,000 per year, adjusted for inflation for the second and third years. Districts may apply for State funding for the increases. The Governor's budget proposes funding for these increases.

MENTOR TEACHERS: Outstanding teachers who work in curriculum development or who act as mentors for beginning teachers will receive a stipend of not less than $4,000 additional per year. Mentors are to be nominated by committees of administrators and teachers, with teachers in the majority. The district governing board will make final selections. More than 80 percent of the State school districts have indicated that they intend to select mentor teachers.

TEACHER SHORTAGES: Students who receive training or retraining to teach in shortage areas, particularly science and mathematics, are eligible for loans that will be forgiven if they subsequently teach those subjects. The legislation calls for 15 centers to provide assistance in areas where there are shortages of certified teachers.

TEACHER DISMISSALS: The legislation provided for streamlined procedures that make it easier to dismiss unsatisfactory teachers.

PROFESSIONAL DEVELOPMENT OF TEACHERS: Starting with the 1984-85 school year, up to 5 percent of a district's teachers may receive State-funded awards of up to $2,000 to improve their instructional abilities. Certified teachers will be evaluated at least biannually on the basis of professional criteria and student performance. Teachers with unsatisfactory evaluations will be required to take part in improvement programs.

PROFESSIONAL DEVELOPMENT OF ADMINISTRATORS: The legislation authorizes a variety of pilot projects to help districts provide administrator training.

Verification: John Gilroy, Director of Governmental Affairs, State Department of Education, (916) 445-0683.

COLORADO

The Governor in July 1983 released a major education report that deals with a longer school day and year; more involvement with business; higher standards for high school graduation and college admissions; a statewide testing program for students; merit pay for teachers and administrators; teacher tenure; bonus pay for teachers in shortage areas; and scholarships and forgiveable loans for mathematics and science teacher candidates. The Legislature's Subcommittee on Finance is investigating how school financing can promote excellence and is considering alternatives to the current school finance law.

TASK FORCES

(1) The State Board of Education and the Colorado Commission on Higher Education appointed a Task Force on College Expectations in the spring of 1982 to review the problem of remediation at colleges and universities.

(2) The Task Force on English, appointed by the State Board of Education, made recommendations in August 1983.

(3) The Task Force on Mathematics Education made its report in August 1983.

(4) Three task forces were established in the Spring of 1983 to study science, social studies, and foreign language curriculums. The task forces will make recommendations in April 1984 concerning high school graduation requirements, updating teachers' skills, changes in teacher education programs, and basic student competencies for high school.

(5) The Task Force on the Education Professions made recommendations to the State Board of Education in November 1983 in the following areas: higher college admission standards, higher teacher certification standards, performance standards for recertification, adoption of a career ladder/master teacher concept, elimination of teacher tenure from the State statute to be replaced by a performance-based evaluation and pay system, increased salary for beginning teachers, and an optional 12-month contract year for teachers.

(6) A Task Force on School Time reported to the State Board of Education in November 1983 in the areas of greater flexibility in school scheduling, an increase to a 180-day school year, extending teacher contracts by 10 days to 190 days, stronger and better enforced school attendance laws, and minimizing interruptions of instructional time in school districts.

(7) The Task Force on Family and School made recommendations in November 1983 on issues including student dropouts, particularly minority students; improved school attendance; a better learning environment; improved school and family relations; and improved achievement, attitudes, discipline, motivation, and homework.

(8) In July 1983 the Governor appointed a blue ribbon task force to review critical issues facing education in addition to those being studied by the Board of Education. The report was released in late March 1984.

CURRICULUM REFORM: The Task Force on English recommended 8 semesters of the study of language arts in grades 9-12, including 1 semester of writing in grade 12.

COLLEGE ADMISSION: The Task Force on College Expectations recommended 22 credits for college bound students. The Task Force on Mathematics Education recommended 3 years of mathematics for students entering mathematics or science-related fields. The College Expectations task force also recommended no credit for remedial work at college by 4-year institutions. The Task Force on English recommended a system to communicate to high schools the achievement level expected of students at the end of the freshman year of college.

STUDENT TESTING: Based on recommendations of the Task Forces on English and Mathematics Education, the State Board of Education has developed diagnostic tests for secondary students' writing ability and for mathematics. Local districts may use the tests on a voluntary basis. About 20,000 students signed up to take the mathematics test in February and March 1984.

SCHOOL DISCIPLINE: Based on the Family and School Task Force's recommendation, the State Board approved a position statement on school discipline. The statement supports the establishment and publication of discipline and attendance policies in all Colorado school districts and asking parental assistance in ensuring good discipline in schools. The State Legislature may consider financial incentives for local districts to reduce dropout rates.

SCHOOL YEAR: The State Legislature will likely approve a bill requiring districts to hold a minimum of 176 instructional days of school.

TEACHER PREPARATION: The State Board is expected to launch a major review of teacher education and certification requirements during the coming months and to develop a legislative package on these issues for the 1985 legislative session. The Task Force on Mathematics Education recommended mandatory State review of certification standards for mathematics teachers and more college preparation in mathematics for elementary teachers. The State Board adopted the recommendations.

PERFORMANCE-BASED PAY: In December 1983, the Board of Education voted to replace teacher tenure with an evaluation and pay system based on performance. Several recommendations for performance-based pay systems have been submitted to the State Legislature for action during the 1984 session.

Verification: Roger Neppl, Director, Planning and Evaluation, State Department of Education, (303) 534-8871, ext. 276.

CONNECTICUT

Connecticut established five groups prior to the NCEE report to examine teacher shortages; teacher preparation and qualifications for teachers and teacher candidates; testing content for evaluating teacher education candidates and graduates; certification regulations for teacher candidates and recertification for existing teachers; and guidelines for local school districts to encourage and develop quality inservice training programs.

The State Board of Education will convene groups in the spring of 1984 to study the following issues: graduation requirements and mandated courses of study, remedial education programs, programs for 4-year-olds, the provision of vocational education, adult education, and services to handicapped infants. In addition, the Governor has announced plans to convene a citizens' committee to look at educational issues, including salaries.

In January 1984, the State Board adopted "Connecticut's Challenge: An Agenda for Educational Equity and Excellence," a set of recommendations submitted to the State Legislature, as follows:

GRADUATION REQUIREMENTS: Legislation enacted in 1983 mandated 18 units for graduation for the high school class of 1987. The State had no previous requirements. The Board proposal calls for 20 total credits, including 4 of English, 3 each of mathematics and social studies; 2 of science, 1 each of the arts and physical education, and 6 of electives. The Board also recommended that an advisory panel be established to determine if more specific subject matter requirements are needed (such as in the foreign languages, computers, writing, or additional years of science) or if differentiated diplomas are warranted.

STUDENT TESTING: The Board proposed a statewide mastery test be administered to students in the 4th, 6th, and 8th grades, starting with the 4th grade in 1985-86, and the two other grades in 1986-87. Funds for the test were included in the Governor's recommended budget for 1984-85.

SCHOOL POLICIES: The State Board recommended that local boards of education be required to develop and adopt policies concerning homework, attendance, and promotion/retention. The Board also recommended that the Department of Education review current discipline policies and make model policies available for consideration by local boards as they review policies at the local level.

TEACHER PREPARATION: The Board adopted a set of procedures and standards for teacher preparation programs based on the following assumptions: (1) teacher preparation programs should provide rigorous background in one's chosen field; (2) the program must prepare educators to meet the practical demands of teaching; (3) the program must establish a symbiotic relationship with the public schools; (4) the program must be supported by its college or university; and (5) entrance requirements must include a competency examination in reading, writing, and mathematics. In addition, the Board called for the establishment of a State academic loan forgiveness program to recruit students who might not otherwise enter the teaching profession.

TEACHER CERTIFICATION: It was proposed to change certification regulations to provide for (1) initial certification at the successful completion of a teacher preparation program and a subject matter competency examination; (2) a provisional certificate valid for 8 years at the successful completion of a 1-year beginning teacher support and assessment program; (3) a professional certificate at the successful completion of 3 years of teaching and 30 credits beyond the bachelor's degree; (4) the concept that continuing education be tied to certification; (5) the concept of a master teacher designation for teachers recognized as exemplary and superior; and (6) alternate routes to certification. Final recommendations are due from the State Certification Advisory Council in the fall of 1984.

TEACHER SALARIES: The Board recommended the establishment of a citizens' commission convened by the Governor to make specific recommendations about raising teachers' salaries and to examine appropriate funding sources. The Governor has agreed to convene a group to review this and other issues.

MASTER TEACHER: The State Board has adopted in principle the concept of a master teacher designation but has asked the State Certification Advisory Council to review whether the master teacher concept should be an aspect of certification or part of a reward system not tied to certification. Final recommendations are due in the fall of 1984.

PROFESSIONAL DEVELOPMENT OF TEACHERS/ADMINISTRATORS: The Board recommended that local school districts should be required to plan and provide ongoing and systematic professional development for educators. Under the proposal, the State Department would establish and fund summer and school-year institutes to be taught by exemplary teachers and administrators and serving as model programs of professional development. Funds for the institutes were included in the Governor's recommended budget.

TEACHER SHORTAGES: The State Legislature authorized State colleges and universities to use unallocated bond funds to forgive loans for teacher candidates in subject areas where there are teacher shortages.

OTHER INITIATIVES: A proposal to reduce the compulsory attendance age from 7 to 5 was adopted by the State Board of Education but defeated by the Education Committee of the General Assembly. The State Board also adopted a proposal to institute full-day kindergarten for children for whom it would be appropriate. The Education Committee amended the proposal to provide for a State Department of Education study of full-day kindergarten.

FUNDING INITIATIVES: The State Board of Education proposed that new initiatives be supported by an increase in the level of the State's equalized funding formula.

Verification: Lorraine Aronson, Deputy Commissioner for Program and Support Services, State Department of Education, (203) 566-8888.

DELAWARE

TASK FORCES: A new Commission on Excellence in the Schools was appointed by the Governor as part of the State's push for economic growth. The commission, chaired by the Lieutenant Governor, was charged with developing a plan to improve Delaware schools. It reviewed the recommendations in *Action for Excellence* and *A Nation at Risk*. Its report was made to the Governor prior to the 1984 legislative session. In addition, the State Department of Education:

(1) In July 1983, appointed a committee that has established task forces to study public and private relations; curriculum; leadership and fiscal support; standards and expectations; and teacher policy. The task forces reported in January 1984.

(2) Started a survey of school districts in September 1983 concerning science, mathematics, and computer literacy programs in grades K-12, including course offerings, teacher requirements, and special needs or problems of school districts such as teacher turnover and retirement. The report was made in September 1983, and will be used by the committee studying teacher shortages to prepare its report to the Legislature.

(3) Is studying educational programs in mathematics and science and the length of courses or programs to determine what content and competence level of mathematics and science are taught in vocational education courses.

A joint resolution of the Legislature created a Delaware Committee to Insure the Availability of Professional Educators in Critical Curricular Areas to study teacher shortages in all areas, including mathematics, science, and computer education. Its report was issued in January 1984.

CURRICULUM REFORM: The State is developing and implementing program objectives and performance standards for the two required courses in science and mathematics, to assure statewide uniformity and consistency, as recommended by the Governor's Task Force on Education for Economic Development.

GRADUATION REQUIREMENTS: In 1983, the State established new graduation requirements to be effective for the 1987 graduating class, when 19 units will be required, including 4 years of English, 3 of social studies, 2 each in mathematics and science, and 1½ in health and physical education. The State recommends 3 credits each in mathematics, science, and foreign language, and ½ credit in computer programming or computer science for the college-bound. The State also recommends that computer education be an objective of secondary education for all students.

TEXTBOOKS: The task force recommended review of instructional materials every 5 years. The Governor has proposed $900,000 in matching funds to update textbooks and other materials.

SCHOOL DISCIPLINE: The task force recommended a review of student rights and responsibilities, established in 1972. The task force recommended that the State identify model policies for consideration and implementation by districts throughout the State, consistent with State guidelines.

ACADEMIC ENRICHMENT: Beginning in summer 1983, the Governor provided scholarships for gifted and talented students to attend summer school at the University of Delaware.

INSTRUCTIONAL TIME: Inservice institutes and minigrants are aimed at improving time on tasks.

SCHOOL DAY: The State is studying the possibility of extending the minimum class period by 5 minutes and the school day by a minimum of 30 minutes.

EXTRACURRICULAR ACTIVITIES POLICIES: The State is studying requirements for participation in extracurricular activities.

TEACHER CERTIFICATION: Applicants for the initial teaching certificate must pass a basic skills test, effective in July 1983.

TEACHER SALARY INCREASES: Salary increases have been recommended for all State employees, including teachers. A partial increase has been implemented retroactive to January 1, 1984, and further increases are being considered.

CAREER LADDERS: The educational task force in January 1984 recommended several measures to enhance the teaching profession, including a three-level career ladder for teachers, development of department heads as entry-level management positions, systematically evaluating teacher performance each year, and rewarding performance through incentive pay or bonuses. The Governor's budget proposal included $300,000 to study the career ladder proposal.

PROFESSIONAL DEVELOPMENT OF TEACHERS: The State supports local professional development projects for both teachers and administrators. Delaware also conducts statewide inservice meetings for teachers twice a year in conjunction with the University of Delaware.

PROFESSIONAL DEVELOPMENT OF ADMINISTRATORS: The State operates four statewide management institutes for administrators, followed up by minigrants for curriculum development and supervision projects.

OTHER INITIATIVES/PERFORMANCE STANDARDS: The State Department of Education, in cooperation with local education agencies, in 1979, established minimum performance competencies in the basic skills.

Verification: Jack Varsalona, Administrative Assistant to the State Superintendent, Special Assistant to the Governor for Education, and Randall L. Broyles, Assistant State Superintendent, Instructional Services Branch, State Department of Public Instruction, (302) 736-4603.

DISTRICT OF COLUMBIA

A number of reforms are in place as a result of a competency-based curriculum established in 1976 and implemented over the period since then. Other initiatives in technology and private-sector involvement have been made over the past 2 years.

CURRICULUM REFORM: A major partnership program with the private sector was started in 1981 to enhance the curriculum and support the schools. Curriculum improvements started in 1976 include school improvement, testing, graduation requirements, and accountability.

GRADUATION REQUIREMENTS: High school graduation requirements were raised from 17½ to 20½ credits in 1980, including 2 years each of science and mathematics (up from 1 year each) and 1 year of foreign language. A program was also established to guarantee exit competencies of students leaving high school.

STUDENT TESTING: The District's competency-based education program provides for both competency-based and norm-referenced testing to ensure student progress.

SPECIALIZED SCHOOLS: The District supports three specialized high schools: The Ellington School for the Arts, the Ballou Mathematics-Science High School, and the Banneker College Prep High School.

ACADEMIC ENRICHMENT: The District established a systemwide program for the gifted and talented in 1978. In 1981, a systemwide emphasis on technology and computer literacy was introduced, including the provision of instructional computers throughout the school system and the initiation of partnerships with business and industry to enhance the relevance of the curriculum to the world of work and to develop private-sector support for the schools.

Seventeen Federal agencies have adopted schools in the District, providing instructional enrichment activities, consultants, and instructional materials to the adopted schools. Other programs in career education, educational technology, staff development, and the arts are supported by local and national foundations and corporations.

INSTRUCTIONAL TIME: A junior high school program has been in place for about 2 years to increase academic learning time.

SCHOOL DAY: The students' school day was increased in 1981 for students working in career development centers; teachers' work days were also increased in 1981.

TEACHER SALARIES: Teacher salaries have been increased over the past several years until they are now the second highest in the country, after Alaska.

PERFORMANCE-BASED/MASTER TEACHERS: The District is studying merit pay and master teacher programs.

TEACHER SHORTAGES: The school system is reviewing how to address teacher shortages in mathematics and science.

PROFESSIONAL DEVELOPMENT OF TEACHERS: Starting in the 1983-84 school year, new teachers are required to demonstrate computer literacy before receiving tenure. The District also plans to require computer literacy for teacher recertification.

PROFESSIONAL DEVELOPMENT OF ADMINISTRATORS: Eleven firms are supporting a management institute for administrators in the District school system. The institute will provide twice-monthly sessions over a period of 3 years on trends analysis, managing resources, motivation, and improvement of staff training.

Verification: Reuben Pierce, Assistant Superintendent for Quality Assurance, (202) 724-4246.

FLORIDA

In July 1983, the Governor signed a comprehensive educational reform package which (1) created the Florida Quality of Instruction Incentives Council to develop a merit pay plan and monitor implementation of the law; (2) strengthened mathematics, science, and computer science programs; (3) increased high school graduation requirements; (4) raised college admission requirements; (5) required student performance standards; and (6) increased instructional time.

THE CURRICULUM REFORM: Supplemental funds of $30 million were appropriated to increase students' exposure in grades K-12 to laboratory experiences in mathematics, science, and computer education.

GRADUATION REQUIREMENTS: High school graduation requirements were increased to 22 academic credits, with 3 credits required in both mathematics and science. In 1986-87 the requirements will be increased to 24, with 4 credits required in English, 3 each in mathematics and science, and 1 each in American and world history, economics, American government, fine arts and vocational education, and composition and literature. Tenth graders will be required to write a paper every week.

COLLEGE ADMISSIONS: Effective in 1987, 2 credits of a foreign language will be required for admission to a State university, plus new graduation requirements for college-bound students.

STUDENT TESTING: A statewide testing program, Standards of Excellence, has been approved to start in 1984-85 to test high-achieving students. The program was established under 1982 legislation.

TEXTBOOKS/INSTRUCTIONAL MATERIALS: The Department of Education, in cooperation with the Governor and Legislature, is investigating textbook issues beginning with a national conference in March 1984 with participation by individuals from 39 states and U.S. Department of Education officials.

SCHOOL DISCIPLINE: A March 1984 draft report, "A Child at Risk," and draft legislation resulted from a study mandated by the Legislature on truancy and discipline problems in Florida.

PERFORMANCE STANDARDS: Each school board in Florida is required to develop by the end of the 1983-84 school year performance standards for grades 9-12 academic programs in which credit toward high school graduation is awarded. Policies for student mastery of performance standards must also be established for credit courses.

ACADEMIC ENRICHMENT: Legislation authorizes the Commissioner of Education to promote out-of-school learning activities sponsored by schools and community organizations, with special emphasis on mathematics and science and their applications. The State provided $1 million for summer camps in science, mathematics, and computers for K-12 students.

ACADEMIC RECOGNITION: Through the Florida Academic Scholars Program, the Commissioner of Education, beginning in 1983-84, may recognize and reward outstanding performance of public and nonpublic school students. Awards may be made to all students who meet the following requirements—4 years of progressively advanced instruction in language arts, science, and mathematics; 3 years of instruction in social studies; 2 years in a foreign language; and 1 year in either art or music and physical education. Students following such a program are guaranteed admission to a State University and a scholarship to attend Florida institutions of higher learning.

SCHOOL DAY AND YEAR: July 1983 legislation requires that the total hours of instruction in the school year be increased from 900 to 1,050 hours, with the additional requirement that there be seven periods of instruction for students in grades 9-12 per day, or scheduling that will permit each student to earn seven credits. The provisions take effect in the 1984-85 school year if funded.

EXTRACURRICULAR ACTIVITIES POLICY: Starting in January 1984, students must maintain a 1.5 average, on a 4.0 scale, to participate in interscholastic extracurricular activities.

PERFORMANCE-BASED PAY: Local school districts may qualify for State funding of merit pay to teachers who meet one or more of seven criteria established by the State, such as employment in an area of critical teacher shortages, or who are eligible under a local plan approved by the State Quality of Instruction Incentive Council. An appropriation of $80 million for 1984-85 provides funds for merit pay increases. The Incentives Council has reviewed three district-level models to implement this program: (1) awards of up to $1,400 annually to teachers whose students make the largest achievement gains; (2) reward all teachers in successful schools; and (3) career ladders that would provide $3,000 to senior teachers and $5,000 to master teachers. As of April 1984, the Council's plans had not been submitted to the State Board.

MASTER TEACHERS: The new law provides for a State-administered and funded career ladder that includes Associate Master Teacher and Master Teacher rungs. Master teachers will qualify for additional pay. They will be selected based on attendance, experience, educational preparation (advanced degrees), and an evaluation by their principal, a fellow teacher, and a nonteaching subject matter specialist. The program is part of the merit pay package. In February 1984, the Governor and his Cabinet approved criteria for the associate master teacher portion of this program, anticipating awards of $3,000 for each of 3 years for about 5,000 teachers.

TEACHER SHORTAGES: The law provides for inservice teacher training; certification of adjunct instructors; student loan and scholarship programs in areas of critical shortage; tuition reimbursements; a visiting scholars program to encourage people with Ph.D.s to teach in high schools; and $9.6 million for summer institutes for science and mathematics teachers.

PRINCIPAL TRAINING: Funds of $1 million were allocated to inservice training for principals to develop their performance evaluation skills.

OTHER INITIATIVES: By 1990, scholastic remediation will be removed from colleges and universities and assigned to adult public school programs.

Verification: Frank Mirabella, Chief Cabinet Aide/Information Director, State Department of Education, (904) 488-9968.

GEORGIA

TASK FORCES: The Governor appointed a 40-member Education Review Commission under a joint House-Senate resolution to define quality education in Georgia and to find ways to fund it. The Commission will complete its work in December 1984. The Commission is looking at education funding, definition of a quality education, and staffing.

Also, the State Board of Education in May 1983 began studying six major areas: (1) high school graduation requirements; (2) standards for promotion in elementary school; (3) specific curriculum requirements for all grade levels in all subject areas; (4) merit pay; (5) simplifying teacher certification; and (6) strengthening local administrative leadership. In addition, the State Department of Education established an in-house task force to develop a State plan to use technology to support instruction and its management.

CURRICULUM REFORM: While Georgia does not directly mandate curriculum guidelines, it has developed a comprehensive list of essential skills and a curriculum framework for all subjects for grades K-12. It defines basic academic skills each student is expected to have at each grade level and subject.

GRADUATION REQUIREMENTS: In November 1983 Georgia raised requirements for high school graduation to 21 units, including 2 each in mathematics and science, 4 in English, 3 in social studies, and 1 from among computer technology, the fine arts, or vocational education.

COLLEGE ADMISSIONS: The State Board of Education and Board of Regents have adopted a precollege curriculum for 1988 entering freshmen that includes 4 units of English, 3 each in science, mathematics, and social studies, and 2 in foreign language.

STUDENT TESTING: To receive a high school diploma, Georgia students must pass the Georgia Basic Skills Test at some time between 10th and 12th grade. The criterion-referenced test, developed in the State, is administered to students in the fall and spring semester of the 10th grade. Beginning in 1985-86, 3rd graders will be required to pass a criterion-referenced test for promotion to 4th grade. Students are also tested statewide at the 1st and 8th grades.

SPECIALIZED HIGH SCHOOLS: The State Department of Education is aiding local districts which have developed magnet schools for about 25,000 students. The schools focus primarily on mathematics, science, the arts, the humanities, or international education.

ACADEMIC RECOGNITION: The State Department of Education started a Georgia Scholars Program in 1983 to recognize the achievement of graduating seniors who have high test scores and a 2.75 grade average, have completed a rigorous program that includes 3 units of science and 4 of mathematics, and have been extracurricular leaders. Schools of Excellence will be recognized in 1984.

INSTRUCTIONAL TIME: The use of time and attendance requirements is under study by the State Board and Department of Education for ways to improve efficiency and effectiveness. Students in grades 9-12 may be required to take five classes of course work each quarter or semester.

EXTRACURRICULAR ACTIVITIES POLICY: The State Board is considering a policy to limit time devoted to noninstructional activities to no more than 6 days in the school year for any student.

TEACHER CERTIFICATION: Since 1980 Georgia has had a performance-based certification program. New teachers must complete an approved program of teacher training, pass a subject matter test, and pass an on-the-job evaluation during their first year of teaching.

TEACHER SALARIES: The Legislature has approved a 10 percent across-the-board salary increase for teachers, which raises beginning salaries to $14,329.

TEACHER SHORTAGES: To help rectify teacher shortages in mathematics and science, the State Scholarship Commission will make $135,000 in loans from fiscal year 1984 funds to graduate and undergraduate students in mathematics and science education. Loans will be forgiven for recipients who teach in an area of the State that is experiencing shortages.

PROFESSIONAL DEVELOPMENT OF TEACHERS: Since the NCEE Report, summer institutes for teachers who teach advanced placement courses in science, mathematics, and other courses are being offered by Georgia universities and the new technology center at the Macon vocational-technical school.

VOCATIONAL EDUCATION: As part of the educational technology task force, 60 school superintendents have formed a consortium that is working with the State Department of Education to operate a technology center at a Macon vocational school. The center will evaluate hardware and software, run workshops, and train teachers and administrators. If the center succeeds, others will be located at additional vocational schools. A new postsecondary vocational education board has been established to set policy for the State.

Verification: Eleanor Gilmer, News Coordinator, Public Information and Publications Division, State Department of Education, (404) 656-2476.

HAWAII

TASK FORCE: The Hawaii State Board of Education and the University of Hawaii's Board of Regents have jointly appointed seven task forces to review the report by the National Commission on Excellence in Education, *A Nation at Risk*, and other recent national education reports. These task forces will issue a report by November 1984 that will include recommendations for improving lower and higher education in the State of Hawaii. A Governor's conference to discuss the recommendations will be held in the summer of 1984. Currently, the task forces are meeting and discussing the issues presented in the national reports.

CURRICULUM REFORM: Hawaii's public school system is conducting a comprehensive review and analysis of its Foundation Program Curriculum to identify areas of strengths and weaknesses and to recommend improvements. The final report is expected to be completed by June 1984, and the report will be presented to the Board of Education in July 1984.

COLLEGE ADMISSIONS: A Task Force on Content and a Task Force on Standards and Expectations, jointly appointed by the Hawaii State Board of Education and the University of Hawaii Board of Regents are studying the subject of college admissions in Hawaii.

STUDENT EVALUATION AND TESTING: Hawaii's statewide testing program emphasizes the testing for achievement, aptitude, and competency in grades 2, 4, 6, 8, 9 and 10. Local districts are developing a series of competency-based measures; the test for grade 3 has been completed; and measures for grades 6, 8, and 10 are being developed.

TEXTBOOKS AND INSTRUCTIONAL MATERIALS: Procedures for evaluating computer software have been developed to include software on lists annually approved for school use.

SCHOOL DISCIPLINE: The Department's comprehensive rule governing prohibited student conduct is presently being revised to include restitution for property damage and expansion of parental rights. In November 1982, a Department of Education/Police Department Program was initiated to combat truancy.

SPECIALIZED SCHOOLS: Hawaii is pilot testing the feasibility of specialized centers for specific programs within a comprehensive high school. The idea of specialized schools is still in the discussion stage.

LONGER SCHOOL DAY/YEAR: A longer school day and year is under study by the Task Force on Time appointed by the State Board of Education and the University of Hawaii Board of Regents.

PLACEMENT AND PROMOTION POLICIES: Hawaii's administrative rule on student promotion was revised effective in May 1983. It reads: "Promotion shall be on the basis of the student's academic performance and other appropriate measures . . . ." Promotion, grade retention, and subject repetition regulations are currently undergoing revision.

ACADEMIC ENRICHMENT: Several legislative bills and resolutions have been introduced in Hawaii's Legislature during the 1984 session to enrich the curriculum in the academic areas and further implement computer education. Examples of these measures range from actions to improve the overall academic program to those calling for establishment of specific in-school, out-of-school, and summer enrichment programs for students and teachers.

TEACHER CERTIFICATION AND PREPARATION: Testing for teacher education competencies and strengthening the performance assessment of the initial 2 years of employment for all teachers to determine their continued certification are presently being discussed. Five years of training for permanent certification is being considered.

SALARY INCREASES: Hawaii's public school teachers' average salary of $24,796 in 1982-83 was third in the nation. Recently negotiated salary increases to take effect in April 1984 and January 1985 will be added to the average salary.

TEACHER SHORTAGES: Hawaii has only a small reserve of teachers of mathematics, physical sciences, agriculture, industrial arts, and certain areas of special education. Hawaii's Department of Education has a "Plan of Action to Minimize Future Teacher Shortages for 1985-1990" and steps have been implemented to accommodate the anticipated problem of immediate and future teacher shortages in all applicable areas in its public schools. Hawaii's high school and university students are being encouraged to consider the teaching profession as a career.

PROFESSIONAL DEVELOPMENT OF TEACHERS: The State established inservice training advisory councils in all public schools, along with its salary reclassification program that provides salary increases based on earning of additional professional credits.

PROFESSIONAL DEVELOPMENT OF ADMINISTRATORS: Hawaii is planning an inservice training program in current management style and approaches for its district- and State-level administrators.

FUNDING INITIATIVES: Bills to provide tax credits to businesses and individuals for contributions of computers and vocational course related equipment to the public schools are being considered in the 1984 session of the Legislature.

Verification: Stafford Nagatani, Acting Director of Planning and Evaluation, Department of Education, (808) 548-6485.

IDAHO

TASK FORCES: The Governor's 30-member Task Force on Education for the '80s released its preliminary report in November 1983, at the Governor's statewide conference on education. The Task Force was directed to pull together the findings of other State education studies, to set priorities for educational goals, and to determine what might be feasible over the next 3 years. The other studies were conducted by the Idaho Association of Commerce and Industry, the Legislative Public Education Reform Committee, the Legislative Committee on the Organization of School Districts, the Legislative Tax Reform Committee, and the Idaho Commission on Excellence, which was formed in 1982 by the State Board of Education.

The Task Force recommended that the State spend $72 million over the next 3 years to raise salaries and make other improvements including about $34 million in 1984 to narrow by 75% the gap between average Idaho teacher salaries and the average in the six neighboring States.

Other recommendations of the Governor's Task Force included: competency certification and periodic recertification of K-12 teachers; performance-based pay plans to be adopted locally under statewide criteria; money to help local districts upgrade teacher salaries, increase graduation requirements, improve curricula, and upgrade equipment; separate State boards for public schools and higher education; tuition charges for higher education to cover up to one-third of costs; and upgrading faculty salaries in higher education. The Legislative Public Education Reform Committee included a number of the recommendations in a legislative package for the 1984 session. These recommendations were aired and discussed in a 2-hour, statewide public television special in December 1983, at the same time the National Forum was held in Indianapolis. Segments from the Forum were shown during the television special.

The State Board of Education received the report of the Idaho Commission on Excellence in September 1982. The report anticipated many points in *A Nation at Risk*, including a master teacher plan, increased high school graduation requirements, a mandated core curriculum, education technology, student attendance policies, lengthening the school day and year, and expansion of proficiency testing.

GRADUATION REQUIREMENTS: Effective in June 1988, high school graduation will require 40 semester units, including 4 each of mathematics and science, up from 2 each. The State is encouraging local districts to establish multiple levels of course offerings to meet individual needs under these requirements.

The State Department of Education has prepared a pamphlet for 8th graders, "Passport to the Future," which explains new graduation requirements and includes a planning chart for grades 9-12. The pamphlet is being distributed statewide.

COLLEGE ADMISSION: The State Board is considering academic standards for admission to public colleges and universities and special tuition for remedial work at the college level.

The Superintendent of Public Instruction is formulating policies and plans to implement the following reforms that the State Board of Education adopted in October 1983:

STUDENT TESTING: An 8th grade diagnostic test, at the option of local districts, was approved. Students who pass the four parts of the test before graduation will receive a special seal on their diplomas. Almost all districts now use a 9th grade test.

SCHOOL DAY: The Board mandated that starting July 1983, all students in grades 9-12 maintain a six-period schedule, even if a student has satisfied minimum high school graduation requirements.

INSTRUCTIONAL TIME: The Board voted in March 1984 to require local districts to establish attendance requirements for elementary students; requirements for high school students were established in 1983. Students are required to attend school 90 percent of the time to receive class credit. Under extraordinary circumstances, absences may be excused by the local board.

TEACHER CERTIFICATION: An interim 3-year reading certificate renewable for 3 additional years was adopted for high school teachers of English, special education, and speech and drama. In addition, the Professional Standards Commission is considering standards for initial certification. The State Board of Education in January 1984 approved the first statewide requirements for certification of teachers. Starting in September 1984, teachers will be required to earn the equivalent of 6 semester credits through college course-work or inservice training within 5 years prior to recertification.

The 1984 State Legislature adopted the Public Education Reform Bill, which affects the following areas:

TEACHER SALARY INCREASES: The legislation reduces the gap between Idaho teachers' salaries and the national average by 60 percent, and carries a price tag of $20.3 million. Sponsors want to close the remainder of the gap next year.

CAREER LADDERS FOR TEACHERS: The State expects to have a career ladder program in place by September 1985. The plans, to be developed locally by teachers, administrators, parents, and trustees, must include at least three career levels and provide recognition and compensation for outstanding teaching. Advancement will be based on performance. Extended contracts and training grants would also be available. The program will be developed under State guidelines and be State funded under a special legislative apportionment. The State has provided $100,000 for development and administration of the Idaho Teacher Excellence Program.

Verification: Helen J. Williams, Public Information Specialist, State Department of Education, (208) 334-3300.

ILLINOIS

TASK FORCES

(1) In July 1981, the State Board of Education began Phase I of an ongoing study of all State mandates of its K-12 educational programs. The study's primary purpose was to review existing State mandates in special education, bilingual education, driver education, physical education, and instructional programs. In addition, the Board developed a definition of schooling which included six fundamental areas of learning: language arts, mathematics, science, history and government, fine arts, and physical development. As an outgrowth of that study, in April 1983 the State Board authorized studies of early childhood education, the characteristics of excellence in Illinois schools, the effect of categorizing students, foreign language and international study, and truancy.

In the spring of 1982, Phase II of the study began. Its recommendations, under study by the State Board, include raising the compulsory attendance age from 16 to 18, extending the school day, and other issues. The Superintendent recommended that the school day be extended 2 hours per day, with 5 hours to be devoted exclusively to the academic core curriculum. The recommendations were to be proposed to the Legislature in 1984. Phase III of the mandated study will examine the role of the State in education, using its regulatory process to supervise schools, and personnel certification.

(2) The State Board of Education, in the fall of 1981, began a study of the quality of preparation and performance of the State's education personnel.

(3) The General Assembly established a Commission on the Improvement of Elementary and Secondary Education to study problem areas in K-12 education and to make its recommendations to the General Assembly in October 1984.

(4) The Governor's Task Force on the Quality of Mathematics and Science Education in Illinois is studying high school graduation and college admission requirements in mathematics and science, high schools for academically talented students, curriculum changes in mathematics and science, and preparation and inservice training programs. Its recommendations were made in early 1984.

(5) An ongoing Governor's Commission on Science and Technology, appointed in the fall of 1983, is studying precollege and postsecondary science and technology education, pay increases for professors, research topics, and other areas. The Science and Mathematics Task Force is a subgroup of the Commission. Recommendations were proposed to the Superintendent in March 1984 in the areas of language arts, mathematics, science, fine arts, social studies, physical development, and health.

(6) The report of the Committee on State Requirements on "What Students Need to Know and Be Able to Do" was submitted to the State Board in March 1984. Public hearings have been scheduled on the requirements. The Committee was charged with identifying proposed State requirements in language arts, mathematics, science, social sciences, physical health and development, and the fine arts. The State Board of Education is expected to propose substitution of these State requirements for existing statutory requirements which generally identify course titles, units of instruction, or minutes of instruction.

GRADUATION REQUIREMENTS: In May 1983 the Legislature enacted graduation requirements of 3 years of English, 2 each of mathematics and social studies, 1 of science, 1 of one of the following: foreign language, fine arts, or vocational education; 4 of physical education, ½ of health education, and 2¼ electives. One unit of mathematics can be satisfied with computer science.

COLLEGE ADMISSIONS: In November 1983, the Illinois Board of Higher Education passed resolutions that: (1) all public colleges and universities change their admission requirements to specify the subjects high school students should take for college preparation; and (2) students be advised that to maximize their options for college admission they should complete 4 years each of English, mathematics, science, and social studies and 2 years of foreign language.

TEXTBOOKS: The State Board has proposed an increase in funding for public school textbooks from $11 million to $23 million. The Legislature must approve the request.

SCHOOL DISCIPLINE POLICY: The Governor has proposed a grants program to local schools to improve discipline and the learning environment. In addition, the Speaker of the House of Representatives held a Speaker's Conference on Education in March 1984 to discuss the issue of school discipline, among other topics.

SPECIALIZED SCHOOL: The Governor has proposed a residential mathematics and science academy for exceptionally talented high school students.

ACADEMIC ENRICHMENT: Legislation has provided funds for summer institutes for gifted students in mathematics, science, and computer technology. The Legislature also directed the State Board of Education to investigate the feasibility of establishing a residential Illinois academy of science and mathematics for students with high aptitude in those subjects. The Governor requested funds for the academy in his proposed budget. The State Board has reported on the feasibility of the academy but recommends that other alternatives that might satisfy the intent of the program be explored first.

TEACHER SALARY INCREASES: The State Superintendent proposed $4.6 million in funding for the 1st of a 3-year plan to raise the average pay for beginning teachers from $13,300 to $22,500. The Governor made a similar proposal but has not released budget figures.

CAREER LADDER/MASTER TEACHER: The State has initiated a master teacher program that will pay $1,000 bonuses to 500 master teachers during 1984 who instruct other teachers for 3 days during the school year. The Superintendent proposed $19.6 million for the program. The Governor proposes expansion of the program to 4,200 master teachers. The State wants to expand the released time from 3 to 25 days after 1985.

TEACHER SHORTAGE: Legislation will establish summer institutes for teachers in science, mathematics, and computer technology. The State Board of Education will conduct the program and provide traineeships for talented undergraduate mathematics and science students and fellowships to graduate students who want to work with gifted children. Legislation also permits scholarships for teachers who want to return to college to qualify to teach in science and mathematics at the high school level.

ADJUNCT TEACHERS: A House resolution requires the State Board of Education and the State Board of Higher Education to make recommendations concerning the use of nonteacher experts in mathematics and science to serve as adjunct faculty to certified teachers in public schools. Recommendations are due by May 1984.

PROFESSIONAL DEVELOPMENT OF ADMINISTRATORS: The State Board has proposed a Principal's Academy, which awaits action on funding by the Legislature to be implemented.

FUNDING INITIATIVES: The State Board of Education proposed to the Governor an 18.3 percent increase in educational funding over the previous year's budget. The Governor proposed a 2.8 percent increase. The Legislature had not acted finally on the proposals in early April 1984.

Verification: Sally Pancrazio, Manager of Research and Statistics, State Department of Education, (217) 782-3950.

INDIANA

TASK FORCES: As a followup to the NCEE report, the State Department of Education, the General Assembly, and the Governor's Task Force on Education reviewed Indiana education to identify areas that need improvement. In addition, the business community called together task forces in April 1983 that represent 14 regions of the State to examine sources of improvement in the schools. Recommendations went to the Legislature in November 1983.

CURRICULUM REFORM: The Legislature enacted a program to reduce the teacher/student ratio in grades K-3 to 18 students over the next 4 years. The statewide program was adopted after a 2-year pilot program showed significant improvement in the basic skills of children in classes with low pupil/teacher ratios.

GRADUATION REQUIREMENTS: High school graduation requirements were increased, effective for the graduating class of 1989. Indiana uses a credit system. Under the new requirements, 38 credits are required for graduation, up from 32 (2 credits equal 1 year of study). Required will be 4 years of language arts; 2 each in social studies, mathematics, and science; and 1 of physical education, health and safety. Previously graduates were required to have 3 years of language arts; 2 of social studies; 1 each of mathematics, science, and physical education.

STUDENT TESTING: The Legislature approved a statewide basic skills testing and remediation program, which calls for all students in grade 3 and two grades to be specified later to be tested starting in the spring of 1985 in mathematics, reading comprehension, and composition. Follow-up remediation will be provided for students who do not achieve acceptable scores on the tests.

TEXTBOOK ADOPTION: The Legislature shifted responsibility for the adoption of textbooks to the State Board of Education from the State Commission on Textbook Adoption, which becomes an advisory commission. The limitation on the number of textbooks adopted was removed.

SCHOOL DISCIPLINE: In February 1984, the staff of the Department of Education proposed to the State Board of Education a study of the nature and extent of discipline problems in Indiana schools. Findings would be made available to the State Board and the State Legislature. The Department also is discussing with the State Bar Association a joint project to hold workshops for school staff members on the rights of teachers and administrators regarding school discipline problems.

ACADEMIC ENRICHMENT: The Legislature approved $1.5 million for gifted and talented programs to be offered in 1984-85.

SCHOOL DAY: Effective in 1985, the definition of the school day shall mean a minimum length of 5 hours in grades 1-6 and 6 hours in grades 7-12. Instructional time does not include lunch, recess, and passing time.

TEACHER CERTIFICATION: Effective in July 1985, under new legislation, no initial standard teaching license may be issued unless the applicant has achieved a satisfactory score on a teacher license examination. The examination will include general knowledge, professional knowledge, and, for junior and senior high school applicants, knowledge of subject matter.

TEACHER SHORTAGES: Legislation provides that students who remain in Indiana to become teachers in mathematics, science, or other designated shortage areas can borrow up to $10,000. Up to $2,000 per year can be forgiven as long as the recipient teaches in the shortage areas in Indiana schools. Licensed teachers may receive grants of up to $1,000 per year for up to 2 years to retrain in science and mathematics under the Teacher Retraining Grant Program. Legislation also established a tax-credit incentive to employers who hire a teacher for summer employment certified in a field related to a shortage area. (Effective July 1983.)

PROFESSIONAL DEVELOPMENT OF TEACHERS AND ADMINISTRATORS: The State has initiated programs for the professional development of teachers and administrators. The Indiana Consortium for Computer and High Technology Education was established with funding of $6 million per biennium for the training of teachers and administrators. The Teacher Training and Licensing Commission of the Indiana State Board of Education has developed a continuing education plan for teachers and administrators that will lead to lifelong learning and professional development. Finally, the Continuing Evaluation Plan is in the final stages of promulgation and will become effective in September of 1985. Its implementation will fulfill a legislative mandate which required the State Board to establish one system for license renewal that is not dependent on a master's degree.

Verification: Bill Miller, Assistant Superintendent of Federal Affairs, State Department of Public Instruction, (317) 232-6618.

IOWA

The NCEE report was reprinted in its entirety in the newsletter of the State Department of Education (60,000 copies). An additional 1,000 copies of the report were distributed. Iowa, strapped financially because of drought losses, nonetheless has been studying ways to improve education for several years. A task force appointed by the Governor made recommendations in 1982 on mathematics, science, and foreign languages. Reforms are not uniform statewide because of local control. For example, there have been changes in school curriculums and graduation requirements in some districts.

TASK FORCES

An 11-member task force formed by the State Legislature will develop a 10-year workplan for education. Its final report is due by late 1984. Another statewide task force will review teacher preparation and certification requirements. A third task force will review performance appraisal systems for teachers and try to develop a model system. In addition, the State Board of Education, the Governor, and seven education organizations sponsored 16 area conferences during the fall of 1983 on *A Nation at Risk* to acquaint the public with the NCEE report and other reports, and to get public reaction and set short- and long-term objectives.

A task force of the State Board of Regents and the Department of Public Instruction has developed a document called "Educational Excellence for Iowa," which examines the linkage between elementary/secondary education and preparation for life, work, and higher education. The Iowa Legislature has been considering the following issues: (1) competency testing for teachers; (2) changed teacher certification procedures, including a new board to control the certification process; (3) expanded eligibility criteria for gifted and talented programs; and (4) more programs to prevent dropouts.

CURRICULUM REFORM: The high school physics curriculum has been revised to make it more applicable to the needs of Iowa students.

INCENTIVES FOR ENROLLMENT IN ADVANCED COURSES: Local districts may receive grants of $25 for each student enrolled in advanced mathematics and science classes. A 1-year, $50 grant will be given for students who enroll in 1st year foreign language courses. Students who successfully complete 7 units of science and mathematics, which must include 3 units of advanced study, can qualify for tuition grants of up to $500 for their first year of postsecondary education in any Iowa public or private institution. Enrollments have increased in foreign language and advanced mathematics and science courses.

ACADEMIC RECOGNITION: Several local districts are awarding "letters" as in sports for outstanding academic achievement.

TEACHER PREPARATION: The State is funding a pilot program that uses telephones and interactive computers to improve the preparation of physics teachers.

TEACHER SHORTAGES: Legislation provides forgivable loans of up to $6,000 ($1,000 per year) for students training to be mathematics or science teachers. Experienced teachers who seek additional training for certification in mathematics and science may receive up to $1,500 in forgivable loans. The legislation also provides funds to expand inservice programs to improve mathematics as well as science teaching.

SCHOOL DISTRICT SUPPORT: School districts which share programs in critical mathematics-science areas may receive financial bonuses as an adjustment of the State's school aid formula.

FUNDING INITIATIVES: Iowa increased its sales tax in 1983. For this school year, school aid and property tax credits were exempted from cuts, unlike support for other programs.

Verification: E. John Martin, Director of Curriculum, State Department of Public Instruction, (515) 281-4803.

KANSAS

The Governor held 26 education town meetings. The meetings have focused on discussions of educational issues and presentations of certificates to outstanding teachers and students. Based on these meetings and other sources of information, the Governor submitted a comprehensive plan for education to the January 1984 legislative session. A special joint legislative committee also met through the summer and fall of 1983 to discuss many of the same issues as the education cabinet, and made recommendations to the 1984 legislative session.

The State Board of Education will move into a strategic planning process designed to serve as a guide in formulating State educational policy, based on nine regional forums which discussed the NCEE and other national education reports.

TASK FORCES: The Governor appointed an education cabinet in June 1983 to advise him on improving education. The cabinet has discussed graduation requirements, length of the school day and year, quality of teacher preparation programs, potential teacher shortages, minimum competency assessment, teacher quality, and teacher salaries.

CURRICULUM REFORM: The State has mounted a program to identify and disseminate exemplary programs in reading and mathematics for disadvantaged students.

GRADUATION REQUIREMENTS: The State Board of Education increased graduation requirements effective for the graduating class of 1988. Requirements increased from 17 to 20, including 4 units of English, 3 of social studies; 2 each of mathematics and science; 1 of physical education, and 8 electives. Previously required were 4 units of English, 2 of social studies, and 1 each of mathematics, science, and physical education.

STUDENT TESTING: Both the Governor and the State Board recommended the continuation of competency-based testing in reading and mathematics.

ACADEMIC RECOGNITION: Legislation has been proposed to establish a Kansas exemplary schools award committee to recognize outstanding schools. Legislation also is under consideration to provide recognition for outstanding teachers. Other proposed legislation would establish a Kansas Commission on "incentives to excellence in education." In addition, the Governor has initiated the Governor's Scholars Award Program. Local Superintendents have identified the top 1 percent of the 1984 graduating class, who will be invited with their parents to attend a recognition day at the Governor's residence in May 1984.

ACADEMIC ENRICHMENT: The State Board of Education has authorized further study of an academy program for high-achieving high school youth.

INSTRUCTIONAL TIME: The Governor recommended that schools make better use of existing classroom time and strongly urged parents to become more aware of how their children use school time and to become involved in education.

EXTRACURRICULAR ACTIVITIES POLICY: Proposed legislation would restructure the school day so that all extracurricular activities would occur outside the instructional day.

TEACHER CERTIFICATION: The Governor and the State Board of Education have recommended funding of a precertification program for beginning teachers, starting in 1986, and also that full certification of teachers be contingent on successful completion of a 1-year internship.

TEACHER PREPARATION: The Governor proposed a commission to study the caliber of students entering the teaching profession. To improve the quality of teaching, the Governor proposed that students entering teacher preparation programs must have a 2.5 grade point average and pass a uniform test of basic skills.

TEACHER SALARY INCREASES: The Governor proposed that teachers' salaries be increased by 9.75 percent; the State Board recommended that salaries be increased "to more nearly approach the national average."

PERFORMANCE-BASED PAY: Proposed legislation would authorize boards of education to develop measurable criteria by which pay could be based on performance.

CAREER LADDER: The State Department of Education will plan a teacher career ladder program for Kansas, pending receiving funds for a Teacher's Incentive Planning Grant from the U.S. Department of Education.

TEACHER SHORTAGES: Legislation would provide for added training for teachers in critical areas such as mathematics and science.

PROFESSIONAL DEVELOPMENT OF TEACHERS: The Governor has proposed that $1 million be provided for matching by local communities to provide for inservice staff development programs.

Verification: Warren Bell, Director, State and Federal Programs Administration, State Department of Education, (913) 296-2306.

KENTUCKY

TASK FORCES: The Superintendent of Public Instruction in April 1982 set six major goals for the improvement of education in Kentucky. The plan was endorsed by the State Board of Education and task forces were appointed to make recommendations concerning school finance, vocational education, accreditation, extended employment for teachers, and competency testing and assessment for teacher certification. The task forces' work is complete. Their recommendations include the following: (1) a State requirement for a minimum local tax; (2) legislation regarding testing and internships for teacher certification; (3) establishment of minimum basic skills; (4) the development of procedures to reward teachers and administrators based on performance; (5) strengthening remediation in the middle grades; and (6) adjustment of the State funding formula for low-income districts.

CURRICULUM REFORM: In October 1983, the State Board of Education adopted minimum basic skills for Kentucky schools as a condition for State accreditation. The policy stipulates minimum skills by grade and subject in mathematics, reading, reference skills, spelling, and writing.

GRADUATION REQUIREMENTS: Graduation requirements were increased to 20 units for freshmen entering in the fall of 1983, including 4 years of English and 3 years mathematics and 2 years of science. In addition, students are required to take 2 years each of mathematics, English, and science by the end of grade 10.

COLLEGE ADMISSIONS: The State Higher Education Council increased college admissions requirements in January 1983 to a minimum of 20 units, with 4 in English, 3 in mathematics, 2 in science, and 2 in social studies.

STUDENT TESTING: Legislation enacted in 1984 requires annual publication of achievement test results by school and by district.

SCHOOL DISCIPLINE: Legislation passed in 1984 requires potential dropouts between ages 16-18 to have written, signed parental permission, witnessed by the principal, to withdraw from school.

ACADEMIC ENRICHMENT: In 1983, 250 high school juniors began to study "Science, Technology, and Kentucky's Future" under a Governor's Scholars Program at Centre College. The program emphasized a theoretical rather than a technical approach and is intended to enrich the instruction available in Kentucky high schools. The program will be doubled in 1984. Also, several Kentucky universities offer federally funded programs for high-ability high school students in science, mathematics, psychology, and computer science. In addition, State funds for the gifted and talented more than doubled in the 1981-82 period, making gifted and talented programs available in virtually every school district.

The Commonwealth Diploma and Certificate Program has been proposed under which 11th and 12th grade students would receive a special diploma and college credit for college-level courses taught in high school in English, mathematics, history, foreign languages, speech, computer science, music, and art. Students would be required to pass examinations to receive the diploma. The State Council on Higher Education and the State Board of Education will cooperate to develop the program.

INSTRUCTIONAL TIME: The Legislature enacted legislation rescinding several mandated programs, including consumer and career education, and ended the practice of "snow-banking" days, to make more time available for basics. Class size also has been capped at 29 students for grades 1-3 and 31 students in grades 4-12.

TEACHER CERTIFICATION: The 1984 Legislature established competency testing and a 1-year internship requirement for certification of new teachers.

CAREER LADDER: A Governor's Commission will develop a career ladder plan for teachers and school administrators for presentation to the 1986 General Assembly.

TEACHER SHORTAGES: To encourage more education students to become certified or recertified in mathematics and science, the State is offering a loan program under which recipients are forgiven a year of the loan for each year they teach mathematics or science within Kentucky.

SCHOOL IMPROVEMENT: During the 1982-1983 school year, Kentucky provided assistance to 10 school districts that ranked among the lowest in average student achievement to improve in leadership, instructional planning, and time management. Eleven additional districts have been selected in the 1983-1984 school year.

FUNDING INITIATIVES: To give local school districts more tax raising options, legislation was adopted in 1984 to permit the districts to levy either or all of a utility gross receipts tax, an excise tax on income, and an occupational license tax. Legislation enacted in 1984 requires local districts to levy a minimum ad valorem tax of 15 cents, or the rate supported by the district power equalization ratio, whichever is greater, in order to qualify for power equalization funding. The measure was exempted from public hearing and recall.

OTHER INITIATIVES: The Legislature authorized the Department of Education to intervene in local school districts which fail to achieve minimum levels of academic accomplishment. It also made kindergarten a prerequisite to entering 1st grade, effective 1986, and funded an increased level of remediation in grades 1-3. The Legislature also enacted legislation that requires candidates for local school boards to have high school diplomas or their equivalent and to undergo at least 15 hours of training.

Verification: Ann Thompson, Special Assistant to Superintendent, State Department of Education, (502) 564-4394.

LOUISIANA

TASK FORCE: A task force on computer literacy has recommended that computer literacy be an integrated part of the total K-12 curriculum. All students should be computer literate by completion of the 8th grade.

CURRICULUM REFORM: A statewide Ad Hoc Committee proposed a revision of one of the Departmental policy manuals. The proposed revision was presented to a committee of the State Board of Elementary and Secondary Education in December 1983. The Ad Hoc Committee recommended a college preparatory program for college-bound students, among other things.

GRADUATION REQUIREMENTS: Effective with the 1988 school year, graduating seniors must have the following 22 units to graduate: 4 units of English; 3 of mathematics, including 2 of algebra and 1 of geometry; 3 units of science, to include biology and chemistry; 2½ units of social studies, to include American history, civics, and ½ unit of free enterprise; 2 units of health/physical education; and 7½ units of electives. The new requirements were approved in January 1984 by the State Board of Elementary and Secondary Education.

COLLEGE ADMISSIONS: The State Board of Regents in the summer of 1983 issued a bulletin which was sent to parents of 8th graders. The bulletin was designed to inform parents what courses their child should take in high school if the child is planning the pursuit of higher education. Louisiana State University at Baton Rouge is requiring that students seeking admission to the main campus in 1988 must have completed the same curriculum requirements as recommended in *A Nation at Risk*.

STUDENT TESTING: This year 4th grade students will be administered a basic skills test which is part of a Competency Based Education program passed by the Legislature in 1979. This program was initiated in 1981-82 with a test administered to all 2nd graders. An additional grade will be tested each year until the test cycle is completed in 1992.

ACADEMIC ENRICHMENT: High school students receive college credit if they pass advanced placement examinations. In September 1983, over 200 9th and 10th grade students entered the new State-supported School for Mathematics, Science, and the Arts.

LONGER SCHOOL DAY: Effective in September 1984, grades K-12 will have 360 minutes of instructional time per day. This represents an increase of 30 minutes per day established previously for grades K-8.

TEACHER SALARY: The Teacher Recruitment and Retention Committee in February 1984 recommended increasing the salary of beginning teachers.

PERFORMANCE-BASED PAY: The Committee also recommended initiating a statewide performance-based pay plan in which salary increases would be given to teachers who demonstrate outstanding performance in the classroom.

PROFESSIONAL DEVELOPMENT OF TEACHERS: The State offers to pay tuition at any State university for teachers who have taught 3 years, have acquired tenure, and wish to further their career. Under the State's Professional Improvement Program which began in 1981, tenured teachers develop a 5-year professional development program. PIP participants are required to earn a specific number of points for inservice workshops and academic courses conducted/taught by their colleagues and/or university personnel. All work, including academic and inservice, must be in the participant's major area of responsibility or major field. Once they begin accumulating points, teachers receive a salary increase based on the points earned.

Verification: Helen Brown, Director of Curriculum, Inservice, and Staff Development, State Department of Education, (504) 342-1131.

MAINE

Maine has undertaken a number of efforts related to the NCEE report. Under study by various groups are such issues as teacher training, higher education, and performance-based pay for teachers. A program called Resources for Excellence in Maine Schools is distributing research and development literature on effective schools. Resource teams are planning to disseminate the information to local staff development teams. Publications will be issued on current research and development about school improvement. A newsletter is being offered and TV spots are being planned to encourage parents to participate in and support school improvement efforts, such as working with children on homework assignments.

TASK FORCE: A 16-member Governor's Commission on the Status of Education in Maine was appointed in July 1983. The Commission is reviewing education from preschool through college with attention to improving the quality of learning, teaching, vocational education, school finance, and public involvement in quality education. A preliminary report was completed in January 1984, with the final report scheduled for June 1984. The Commissioner of Education in February 1984 released a concept paper, "Increasing Educational Effectiveness in Maine Public Schools," which was drafted with the assistance of the Commissioner's Advisory Committee on Excellence.

GRADUATION REQUIREMENTS: The Commissioner's concept paper recommended increasing academic standards through setting specific guidelines on promotion and graduation.

STUDENT TESTING: Both the Commissioner's concept paper and the Governor's Commission report made proposals to improve the assessment of student performance and to provide needed remediation.

SCHOOL DISCIPLINE: Both the Governor's Commission report and Commissioner's concept paper recommended establishment of firm discipline procedures. The Commissioner recommended that local districts develop a handbook of positive behaviors expected of students, as well as sanctions and legal rights, for all families with children attending school.

ACADEMIC RECOGNITION: The Commissioner recommended that the State provide incentives for districts to establish award and recognition programs for outstanding classroom teachers and administrators.

INSTRUCTIONAL TIME: The Commissioner's concept paper urged local districts to develop higher expectations for student performance by establishing consistent policies on homework and attendance.

TEACHER PREPARATION/CERTIFICATION: In March 1984, the State Board of Education proposed legislation to create a three-level program for teacher preparation and certification, including: (1) a 2-year nonrenewable certificate for beginning teachers which emphasizes preparation through internships; (2) a 5-year renewable certificate for teachers following satisfactory completion of the preliminary period; (3) a certificate for master teachers identified as exemplary in the areas of academic preparation and classroom experience, who will provide primary guidance and support to level-one teachers during their 2 preliminary years. Maine also has provision for emphasizing the need for including an academic liberal arts major as part of the 4-year college preparation program for teachers.

The Commissioner's concept paper recommended that academic standards be increased for entrance into higher education programs that prepare teachers and administrators and that preservice training be provided to prospective teachers in subject matter and teaching skills.

TEACHER SALARY INCREASES: The Governor's Commission recommended that the Legislature raise the statewide annual base pay for starting teachers to $15,000 and that the local teacher salary scales be adjusted accordingly through collective bargaining by September of 1985.

TEACHER SHORTAGES: The University of Southern Maine has initiated an experimental 6-month program to attract people from other professions into teaching. It is aimed at individuals who have a bachelor's degree and are interested in a mid-career change. Fifteen students were selected to participate in a 6-week summer session, followed by 8 weeks of independent study to prepare for internships in Portland public schools.

PROFESSIONAL DEVELOPMENT OF TEACHERS/ADMINISTRATORS: The Commissioner's concept paper recommended State action to increase levels of professional development for teachers, administrators, and other school staff. The Governor's Commission report recommended that the Legislature provide a tax credit to businesses that employ teachers during the summer or sabbatical leave to work on projects that relate to subjects they teach.

OTHER ACTIVITIES: The Governor's Commission recommended that local schools use nonteaching staff to perform nonteaching tasks to provide teachers more time for planning and other academic tasks.

Verification: Lois Jones, Assistant to the Commissioner, Department of Educational and Cultural Services, (207) 289-2321.

MARYLAND

TASK FORCES: A Commission to Study School Finance was appointed by the Governor in June 1983 to consider increasing State funds for education and equalizing funding to districts. The Commission's education spending package was the basis for legislation that enacted the largest education aid program in the State's history which guarantees local school districts $616 million in new funds over 5 years. The intent of the legislation is to narrow the gap in school funding among the State's richer and poorer jurisdictions. The funds will be spent primarily for instructional purposes. The legislation calls for a yearly accountability plan and report with a task force of 11 members to review the success of fund use.

A major 3-year examination of the State's public high schools was begun in 1983 by the Maryland Commission on Secondary Education, which was created by the State Superintendent. Individual task forces will examine graduation requirements, curriculum, student services and activities, instruction and instructional support, and school administration and climate.

A task force on school library and media services was appointed in 1983 to make recommendations on instructional usage of school library and media facilities. Recommendations have been made and are awaiting action of the Superintendent.

CURRICULUM REFORM: The State Department of Education is revising its curriculum in the light of minimum competency test results in basic skills, the world of work, survival, arts/physical education, and citizenship. Social studies and science revisions have been adopted. Under development are revisions in English, language arts, the arts, and physical education.

GRADUATION REQUIREMENTS: Recommendations for new graduation requirements go to the State Board of Education in April 1984. Currently 20 units are required for graduation.

COLLEGE ADMISSIONS: The Board of Trustees of the State Colleges and Universities has ruled that students entering college in 1984 are required to have completed 4 years of English, 3 each of mathematics and social science, and 2 of science. The Board also recommended 2 years of foreign language.

STUDENT TESTING: For the first time, in the fall of 1983, students entering 9th grade were required to pass a functional test in the basic skills of reading, writing, and mathematics. Citizenship will be added in 1984.

ACADEMIC ENRICHMENT: The State supports 1- and 2-week summer institutes for gifted students in grades 5-12 at college and university campuses, science museums, and other institutions. Summer 1983 enrollment was 1,325 in mathematics, science, and computers, plus other courses. Local school districts provide enrichment throughout the year.

SCHOOL DISCIPLINE: A pilot project is operating in four of the State's 24 school districts to use guidance services to address the problem of disruptive youth. The research and development-based model is expected to be adopted by other districts after the pilot program is complete.

TEACHER PREPARATION: The State Board of Education has requested implementing recommendations from the State Department of Education staff in areas identified by a 1983 Commission on the Quality of Teaching. The Commission's recommendations were designed to encourage bright, young students to become teachers and to encourage prospective teachers to enter shortage areas. Under consideration is implementation of a testing program for students entering teacher preparation programs and competitive salary levels for teachers comparable to those offered by private industry.

CAREER LADDERS: The Commission on the Quality of Teaching also recommended that local education agencies create ranks for classroom teachers with significantly different salary levels. The State Board and Superintendent have urged districts to seriously consider adopting this recommendation.

PROFESSIONAL DEVELOPMENT OF TEACHERS AND ADMINISTRATORS: The State is cooperating with all 24 school districts to conduct teacher inservice projects in over 900 schools to improve instructional strategies, including mastery learning, student team teaching, active teaching, teaching variables, increasing academic learning time. A Teacher Assistant Team (TAT) will be added beginning with the 1984-85 school year. New Principals' Academies on Sex Equity and Discipline were added in 1983 to a program started in 1976.

Verification: Richard Petre, Assistant Deputy State Superintendent, State Department of Education, (301) 659-2385.

MASSACHUSETTS

The Legislature is considering major new legislation in the spring of 1984 based on the work of the Joint Committee on Education.

TASK FORCES: The Joint Committee on Education, which started work in June 1983, considered requirements in such areas as curriculum, professional development, student testing and assessment, the length of the school day and year, and educational technology. The Committee's report was presented in December 1983. In addition, State Department of Education task forces are establishing resource banks in science, mathematics, and computer science for the use of educators in their efforts to strengthen work in the three areas. The State Department of Education also is establishing a computer software advisory service for the schools.

COLLEGE ADMISSIONS: The Board of Regents in May 1983 increased admissions requirements to State colleges and universities to 4 units of English, 3 of mathematics, and 2 each of science, social science, and foreign language. The State Board is considering similar requirements for the high school curriculum.

STUDENT TESTING AND ASSESSMENT: The State Board of Education is considering recommendations to require statewide rather than the current local standards for basic skills test results. The Board decided not to establish graduation requirements based on basic skills test scores. Action is expected in November 1984. Also under consideration is a plan to offer a statewide assessment program under the umbrella of the National Assessment for Education Progress.

SCHOOL DISCIPLINE: A Task Force on School Conduct and Climate will produce a model code of conduct late in the summer of 1984. Its work has been underway for several months.

ACADEMIC ENRICHMENT: The Legislature has proposed State financial support for local gifted and talented programs.

ACADEMIC RECOGNITION: The Legislature has proposed the selection of "Commonwealth Scholars" who would receive partial payment from the State for college tuition.

TEACHER CERTIFICATION: The State raised teacher certification standards in September 1982. The new standards increase the requirements for preservice training, particularly in the knowledge of subject areas to be taught rather than education courses, and increase practice teaching requirements.

SALARY INCREASES: Teachers salaries and expanded roles for teachers currently are under study as part of an education reform package in the Legislature. A statewide minimum salary of $18,000 is currently under consideration by the Legislature.

MASTER TEACHER/CAREER LADDERS: Differentiated staffing and salaries for experienced teachers with State supplements of 50 percent of the salary difference have been proposed by the Legislature as a local option.

TEACHER SHORTAGES: The legislative package proposes one-time, $2,000 bonuses for hiring teachers in critical shortage areas determined by the State Board.

PROFESSIONAL DEVELOPMENT OF TEACHERS: Through the Commonwealth Inservice Institute, small grants ranging from $1,000-$2,000 are provided to local education agencies for teacher-planned and teacher-controlled inservice training. In 1982-83, 400 grants were made. The Legislature is proposing doubling the size of this program.

PROFESSIONAL DEVELOPMENT OF ADMINISTRATORS: The Legislature proposed the establishment of a Leadership Academy to provide training primarily for principals with a focus on staff evaluation.

BUSINESS AND INDUSTRY PARTNERSHIPS: The State is actively encouraging and fostering partnerships between schools and industry. An index of these partnerships has been produced and made available statewide.

Verification: James Case, Associate Commissioner of Curriculum and Instruction, State Department of Education, (617) 770-7540.

MICHIGAN

The State conducted a survey of citizens during the summer of 1983 to obtain their opinions on the NCEE recommendations. Citizens strongly favor most of the Commission's recommendations, especially those that would strengthen high school graduation requirements.

TASK FORCES

(1) The Michigan Commission on High Schools, appointed in January 1983 by the State Board of Education and the Michigan Association of Secondary School Principals, submitted a preliminary report in September 1983 to the State Board of Education. The report was based on reviews of the NCEE report, other national studies, and other information, including a survey of high school principals' opinions of the NCEE report's relevance to their schools' strengths and needs. The State Board of Education reviewed the high school Commission's recommendations and approved them in January 1984.

(2) The State Superintendent of Instruction has appointed a Task Force on Mathematics and Science to study the current status of mathematics and science education. Subcommittees are studying certification, assessment, high school graduation requirements, use of community resources, State Board policies related to mathematics and science, and the professional development of reassigned teachers. The final report is due in June 1984.

(3) In addition, the State Department of Education has established a Mathematics and Science Committee to recommend ways to upgrade the skills of certified mathematics and science teachers. A report has been submitted to the State Department.

In January 1984, the State Board of Education recommended school improvements in a considerable number of areas, based on the report of the Commission on High Schools. However, the recommendations include elementary as well as secondary education. Since the State cannot mandate many of the improvements, the Board's action comprises a set of recommendations to the local school districts.

CURRICULUM REFORM: The Board recommended improvement plans and standards of quality for the K-12 curriculum. The improvement program is based on the development of learning plans for each student in the development and acquisition of basic and advanced academic and career competencies.

GRADUATION REQUIREMENTS: The State Board of Education recommended 15 units for graduation, including the ½ unit of civics required by State law. Specific recommended requirements include: 4 years of communication skills, 2 years each of mathematics and science, 3 years of social studies, and 2 years in one or a combination of foreign language, fine or performing arts, or vocational education or practical arts, 1 year of health and/or physical education, and ½ year of "hands-on" computer education.

COLLEGE ADMISSION: Foreign language study was recommended as a college admission requirement by the Board of Education.

STUDENT TESTING: Expansion of the State testing program beyond reading and mathematics was recommended by the Board. In addition, the 1984 Michigan School Testing Conference will focus on testing assessment in secondary education with attention to the reports of the NCEE and the Education Commission of the States.

TEXTBOOKS: Formal textbook review procedures by the local district are included in the reform program recommended by the Board.

INSTRUCTIONAL TIME: The Department of Education recommends the establishment of formal homework policy for all grades.

LONGER SCHOOL YEAR: The Board proposed a 200-day school year, with 190 days for instruction. The current school year is 180 days. The extra 10 days would be used for record keeping and professional development for teachers and administrators.

TEACHER CERTIFICATION: The Certification Code Study Commission is studying middle school and administrator certification. The Board will mandate teacher certification requirements over a 4-year period.

TEACHER SALARY INCREASE: The Board recommended teacher salary increases.

PROFESSIONAL DEVELOPMENT OF TEACHERS/ADMINISTRATORS: The Board approved expanded professional development for teachers as part of its 1984-85 budget. The Board plans to mandate the professional development program over the next 4 years. In addition, funds for a leadership academy have been included in the 1984-85 education budget.

FUNDING INITIATIVES: The Governor has proposed to the Legislature a 9 percent increase in per pupil State support. This increase, combined with a projected 3 percent growth in local property tax revenues and a 1.1 percent decline in student enrollment, would produce an average increase for K-12 education of 5.5 percent per pupil. The Governor also has requested $500,000 for staff development and training resources, particularly in computer education and health education.

Verification: Phillip Hawkins, Director, Office of Planning, State Department of Education, (517) 373-7398.

MINNESOTA

TASK FORCES: Eight task forces or study groups were created in 1983-84 to study issues related to educational improvement: (1) the Legislative Commission on Public Education to take a comprehensive look at K-12 education; (2) the Governor's Commission on Education for Economic Growth to study education with an economic emphasis; (3) Governor's Commission on the Future of Higher Education to look beyond declining enrollments to cost-effective ways to invest in human resource development; (4) the Governor's Task Force on the Minnesota High School for the Arts to make recommendations on establishing a high school for the arts; (5) the Advisory Committee on Technology in Education to help implement K-12 technology innovations that were enacted in 1983; (6) the Commissioner's Task Force on Restructuring Education to examine eight major issues; (7) the Instructional Effectiveness Advisory Task Force to study 20 pilot schools to determine what makes a school effective; and (8) the Alliance for Science which made recommendations on recruiting, training, and retraining mathematics teachers. The reports of the other study groups are due in 1984 and 1985.

CURRICULUM REFORM: The State Board of Education has increased the number of courses that districts must offer secondary students effective for the 1985-86 school year. The Commissioner of Education has proposed State model "learner outcomes" that districts either must use or develop more rigorous student goals on their own.

GRADUATION REQUIREMENTS: Increased requirements are under consideration by the State Board and the Legislative Commission. However, the Board is dealing first with making changes in the courses districts must offer students.

COLLEGE ADMISSIONS: Four public postsecondary systems developed proposed admissions requirements for college freshmen. They are being considered by the Legislature during 1984.

STUDENT TESTING: The Chairperson of the House Education Committee introduced legislation to give statewide tests once every 3 years in each district to provide normative data. A different curriculum area would be assessed each year. In addition, the Commissioner of Education has proposed statewide achievement tests to measure individual learner progress.

TEXTBOOKS: Minnesota is considering joining other States in a consortium to improve texts and other instructional materials. The Department of Education will invite local school superintendents to help determine Minnesota's participation in the consortium.

SCHOOL DISCIPLINE: Department of Education discipline guides were to go to each district in the spring of 1984. Each district must have a written discipline policy.

SPECIALIZED SCHOOLS: Governor's commissions are examining the potential for State schools in the arts and for the gifted and talented in mathematics, science, and high technology.

ACADEMIC RECOGNITION: May 1983 legislation created an Academic Excellence Foundation to advance programs of recognition and awards for students demonstrating academic excellence; summer institute programs for students with special talents; recognition programs for teachers, administrators, and others who contribute to academic excellence; summer mentorship programs with business and industry for students with special career interests and high academic achievement; and consideration of a Minnesota high school academic league.

INSTRUCTIONAL TIME: The Governor has proposed to reinstate funding for summer programs with the understanding that such programs would be considered an extension of the school year. A 1983 report to the Legislature explained the expense of a longer school day. As a result, the decision was made to focus on improving the use of time.

TEACHER PREPARATION/CERTIFICATION: The State Board of Teaching will receive recommendations from the Minnesota Commission for Excellence in Teacher Education. The Commission, organized by the Minnesota Association of Colleges for Teacher Education, will make recommendations regarding admission and retention standards, minimum competency testing, recruitment incentives, upgrading teacher preparation curriculums, and training teachers in new technologies.

FUNDING INITIATIVES: A 5.1 percent increase in the per pupil unit foundation aid has been proposed for fiscal year 1985. The Legislature appropriated $5.7 million for programs under the Technology Demonstration Act, to give districts funds to establish sites and to write technology use plans. In addition, each district may receive $2,000 plus $2 per student/average daily attendance to write instructional effectiveness plans.

Verification: Jim Lee, Supervisor, Public Information, State Department of Education, (612) 296-2953.

MISSISSIPPI

TASK FORCES: A 17-member Task Force on Performance Based School Assessment, appointed by the Governor, will propose a plan to establish guidelines and criteria for a performance-based school accreditation system in Mississippi. The Task Force will make recommendations concerning curricula and courses of study to the Accreditation Commission in April 1984. The Commission will develop an interim performance-based accreditation system based on the report. After July 1986, schools must comply with the standards and will be audited by trained evaluators. Another group, a 15-member Commission on Teacher and Administrator Education, Certification, and Development was appointed by the Governor to begin a 14-month term starting in July 1983. This Commission is expected to set standards and criteria for public teacher education programs, establish standards for certification and recertification, and report on current practices and issues in teacher education. A legislatively mandated study by the State Department of Education will explore the extent to which children master one level of coursework before advancing to the next; what needs to be done to ensure that the progression is properly sequenced; and what steps are being taken to assure that children progress toward mastery of the material.

COLLEGE ADMISSIONS: The State Board of Institutions of Higher Learning requires that all freshmen entering 4-year institutions of higher education in 1986 have completed 4 years of English, 3 each of mathematics and science, 2½ of social studies, and either 1 year of a foreign language, a 4th year of mathematics, or an additional year of science. The requirements were established in 1982.

A number of initiatives are being implemented under the Educational Reform Act of 1982, as well as other State actions. A summary of the activities follow:

STUDENT TESTING: The State Department of Education has implemented for the 1984-85 school year a testing program for all schools for grades 4, 6, 8, and 11, with a requirement that all graduating seniors must meet the 11th-grade level on the test.

MANDATORY KINDERGARTEN: The State Legislature has passed legislation requiring mandatory kindergarten in 1986. In 1985 the State will fund a $5 million pilot program. In 1986 $40 million will be provided to support kindergartens throughout the State.

ACADEMIC ENRICHMENT: Summer institutes offer academic enrichment programs for high school students at Jackson State University and the University of Southern Mississippi. High school juniors are offered a balanced enrichment program in all curriculum areas at the Governor's School at the Mississippi University for Women at Columbus.

LONGER SCHOOL DAY/YEAR: The State Superintendent has endorsed a longer school day and year, but the Legislature has not acted.

TEACHER SALARIES: In 1983, the Legislature appropriated $40 million to raise all teachers' salaries by $1,000.

TEACHER UTILIZATION: The reform legislation required the Mississippi Department of Education to complete a study by July 1, 1984, to determine the extent to which teachers are teaching outside of their fields of certification, the conditions that promote the practice, and appropriate remedies.

TEACHER SHORTAGES: Two loan programs have been established to remedy teacher shortages in the State. Teachers certified in other fields may apply for loans of up to $1,000 a year for 3 years to retrain in science and mathematics. Teachers who accept loans must promise to teach at least one semester in high school for each semester they receive a loan. In addition, a loan program designed to attract college students to mathematics and science teaching provides college juniors and seniors with up to $3,000 in forgivable loans per year, if they agree to teach 1 year in the State for each year they receive the loan.

SCHOOL ACCOUNTABILITY: A program of Accountability/Instructional Management in grades K-12 has been adopted as a basis for accountability and as a standard for accreditation of schools. The program defines methods of instruction and evaluation and will provide the framework to implement the performance standards required by the reform package.

PROFESSIONAL DEVELOPMENT FOR TEACHERS AND ADMINISTRATORS: In addition to the inservice program, the reform legislation provides for an optional individual professional development program for teachers and administrators. Individuals taking part in the program, including evaluations, are entitled to increments beyond the regular salary schedule. The program is being developed for implementation in 1985-86.

Verification: N. F. Smith, Assistant State Superintendent of Education, State Department of Education, (601) 359-3514.

MISSOURI

The State Elementary and Secondary Education Department published the entire NCEE report in its official publication, with comments on how to use the report. During September and October 1983 regional forums, an informal poll of citizens found: (1) The majority favors raising high school graduation requirements from 1 to 3 units of English, from 2 to 3 units of social studies, and from 1 to 2 units each in mathematics and science; (2) 75 percent are against a longer school day; (3) 83 percent believe the university should raise admission standards; (4) 68 percent believe that standardized achievement tests should be given at major transition points in school—grades 6, 8, and 12. The Governor has proclaimed 1983-84 as the Year of the Public Schools, and the State Education Agency is coordinating a statewide "reach for excellence" campaign. The Conference on Education, an independent citizens' committee, is investigating teacher competency issues. The Governor is visiting schools to promote excellence, and school districts are forming minicommissions of parents and educators to discuss issues.

GRADUATION REQUIREMENTS: Effective in July 1987, 22 units will be required for graduation from high school, including 3 units of English, 2 each of mathematics, science, and social studies, 1 each of fine arts, practical arts, and physical education, and 10 of electives. Current requirements are 20 units with 1 each in English, mathematics, science, and social studies, plus two electives from among these subjects. The new requirements were approved in March 1984 by the State Board of Education. The Board also adopted a supplemental certificate to be awarded to students completing a recommended course of college preparatory studies. To earn the certificate, students must complete 24 units, including 4 in English and 3 each in mathematics, science, and social studies. They also need to maintain a B average (3.0 on a 4.0 scale) in the core subjects and to score above the national average on a college entrance examination—SAT or ACT. Two units of foreign language are strongly recommended for this certificate, which will be awarded in 1985 to qualified graduates.

COLLEGE ADMISSIONS: The four campuses of the University of Missouri have raised admissions requirements, effective with the entering class of 1987, to 14 units: 4 of English, 3 of mathematics (algebra or higher), 2 of science (higher than general science and including a laboratory course), 2 of social studies, and 3 additional chosen among foreign language, English, mathematics, science, or social science. Foreign language study is strongly recommended.

STUDENT TESTING: The Board of Education has adopted a new requirement concerning the Basic Essential Skills Test (BEST). Students must take the three-part test in 7th or 8th grade. If they fail any part, they must take the test on that part again in high school. To do this, they must enroll in appropriate courses in 9th grade, and upon completion, take the failed part of the test again. If they fail again, they get an incomplete and no credit in the course until the test is finally passed.

INSTRUCTIONAL TIME: State policy encourages school districts to incorporate study skills and higher order learning skills in their curriculums at all levels, particularly grade 4 and above. Schools are urged to establish reasonable policies for homework and independent study. Such policies should make clear to parents and students that homework is an integral part of organized, disciplined learning. The State also urges districts, administrators, and teachers to review teacher schedules, activities, and practices to discover ways to reduce wasted time and to increase efficiency.

SCHOOL YEAR: The State is seeking to develop incentives in the form of added State aid for schools that wish to extend the school year to provide additional time for students who need more time to meet expected performance levels or to pursue accelerated studies.

TEACHER CERTIFICATION: As a result of a 6-7 year effort to revise teacher certification requirements, the State has revised certification standards for all elementary, secondary, and special education teachers and administrators, including a requirement that a 2.5 grade point average be a criterion for certification. Starting in July 1984, a minimum combined 800 SAT score or 18 ACT score will be required for admission to the school of education.

TEACHER SALARY INCREASES: The State Board of Education has proposed requiring a minimum starting salary of $17,000 per year for classroom teachers, starting in 1985-86.

TEACHER EVALUATIONS: The State Board of Education has developed procedures to be used in conducting performance-based teacher evaluations. In January 1984, the Select Interim Committee on Education of the House of Representatives recommended that methods for providing incentives for excellence in teaching should be explored after teachers' salaries have reached an adequate level and the teacher evaluation system is operational.

TEACHER SHORTAGES: Southwest Missouri State University and Northeast Missouri State University have established summer mathematics institutes to retrain 30 elementary school teachers to teach mathematics in junior high school. The University of Missouri and Marysville College provide inservice training to a limited number of mathematics and science teachers.

PROFESSIONAL DEVELOPMENT OF ADMINISTRATORS: The State is considering the establishment of an academy to train school administrators.

In addition, it is modifying the curriculum of prospective school administrators to provide much more emphasis on personnel management and supervision, especially on clinical supervision of classroom teachers in order to contribute more fully to instructional improvement. Special emphasis will be placed on preparing principals to be effective instructional leaders.

FUNDING INITIATIVES: The State Board proposed a 3-year program, starting in 1985-86, to increase State expenditures per pupil to the national average.

Verification: James L. Morris, Public Information Officer, State Department of Education, (314) 751-3469.

MONTANA

The State Office of Public Instruction held a 1-day conference in September 1983, on "Implemention of Excellence: Montana Reacts to 'A Nation at Risk.'" The State Board of Education sponsored "School Night for Excellence" in February 1984 and asked all school districts to host public meetings on excellence in education that evening. Recommendations and reactions from the meetings were due in April 1984.

TASK FORCES: Task forces have explored such areas as college teacher preparation, improving teacher subject matter competency, language competence of students, and school offerings. A State Task Force on Excellence in Montana Schools, which made its report in April 1983, studied expectations of student performance and skills for the world of work, vocational education, and higher education. In March 1983, the Montana Task Force on Science recommended upgrading certification standards for new teachers in grades K-12, improving the elementary school science curriculum by limiting laboratory class size and upgrading preservice science education. The Task Force will also examine the science curriculum. In addition, the State Board of Public Education is studying 11 areas, including opportunities for the gifted and talented, improved library resources, increased foreign language proficiency, a longer school day, and increased graduation requirements.

CURRICULUM REFORM: The Office of Public Instruction is working with elementary and secondary schools to identify course content in grades K-12 in an attempt to help students and parents in program planning to meet present and future needs.

GRADUATION REQUIREMENTS: The Science Task Force was expected to recommend that science requirements be increased to 3 units for college-bound students. Current requirements total 16 units, including 2 each in science and mathematics. The Task Force recommended 2 hours of science instruction per week in grades K-3 and 3½ hours per week in grades 4-6.

The Board of Public Education has approved a resolution to increase graduation requirements to 18 units in 1985 and to 20 units in 1986.

COLLEGE ADMISSIONS: The mathematics departments at six public and one private higher education institutions in Montana instituted for the first time in the fall of 1983 a mathematics placement test for all new students. The Board of Regents is proposing to provide Montana high schools with a list of recommended courses for college entrance.

STUDENT TESTING: The Office of Public Instruction has recommended to the Board of Public Education that every school in Montana give annual standardized achievement tests to students in grades 3, 6, 8, and 10 for local assessment and for State norming purposes. In addition, each district will be required to establish an evaluation system to record program and student progress toward established goals.

ACADEMIC ENRICHMENT: The State Board has passed a resolution that would require each Montana school to identify the needs of gifted and talented students and to provide programs to meet their needs.

SCHOOL ACCREDITATION: Montana schools will be evaluated and accredited over the next 5 years by an Office of Public Instruction team consisting of office staff members, public school administrators and teachers, college and university staff members, and representatives from private and community colleges. The evaluation will include an examination of achievement test scores of students at individual schools.

In addition, Montana has received a Mellon Grant from the Council of Chief State School Officers to improve the State-level, onsite accreditation review process by involving representatives of higher education, K-12 teachers, administrators, and staff members of the Office of Public Instruction. The grant is for the "Montana Educational Challenge Project."

TEACHER CERTIFICATION: A study, completed in October 1983, addressed the need to raise certification requirements for science and mathematics teachers. The Board of Public Education has raised standards for teachers receiving provisional certification.

TEACHER SHORTAGES: Eastern Montana State College has begun a 2-year program this summer to recertify a limited number of mathematics teachers from local schools.

Verification: Willard Anderson, Deputy Superintendent of Public Instruction, State Office of Public Instruction, (406) 444-5643.

NEBRASKA

TASK FORCE: A task force appointed by the Governor in June 1983 recommended: (1) extending the school year to 1080 hours, thus effectively extending the school day from 5½ to 6 hours and the school year from 175 to 180 days; (2) making better use of the school day, with extracurricular activities confined to time before or after the instructional day; (3) instituting a single, higher curriculum standard, to include a core curriculum, in all schools; (4) establishing minimum statewide graduation requirements, including 4 years of English/language arts, 3 years each of mathematics/computer education and social studies, 2 years of languages/vocational education, 2 years of science, 2 years of fine/performing arts, and 1½ years of personal health/fitness; (5) intensifying efforts to counsel dropouts; (6) raising admission and retention standards for teacher training institutions; (7) assessing the subject matter and general knowledge, as well as the competence for teaching, of candidates for certification; (8) increasing student teaching experience; (9) instituting a comprehensive professional development program for teachers, including an assistance program for first-year teachers; (10) providing increased starting and career salaries, plus extended contract opportunities and improved retirement benefits; (11) creation of a master teacher rank; (12) reviewing tenure requirements and methods of determining continuing competence, as well as increasing administrators' evaluation skills; (13) increasing the State's proportion of school funding and strengthening the equalization criteria for state aid, thus reducing local districts' tax burden; and (14) requiring all school districts to be organized K-12, rather than allowing some to be elementary or secondary only, as is now the case.

A legislative proposal based on these recommendations was submitted to the Legislature for consideration in its 1984 session.

COLLEGE ADMISSIONS: Starting in 1986, three campuses of the University of Nebraska system will require 2 years each of mathematics (algebra or advanced mathematics), natural science, social science, and 4 years of language arts.

ACADEMIC ENRICHMENT: The Scholars Institute at the University of Nebraska at Lincoln, now in its first year, offers a 2-week enrichment program to 200 gifted high school seniors in mathematics, science, and other areas. In addition, State education officials have met with representatives of 15 teacher training institutions to encourage them to develop special summer mathematics and science programs for talented 7th graders.

TEACHER PREPARATION/CERTIFICATION: The Omnibus Education Improvement Bill proposes sweeping changes to the current teacher certification process. Prior to entry into teacher training, students would have to pass a basic skills competency test. Prior to certification, prospective teachers would have to pass a subject matter competency test (in each endorsement area). Qualified individuals would also be allowed "lateral entry" into the teaching profession, with no obligation to take teacher training courses for certification. A four-tiered career ladder (apprentice, initial, standard, and professional teaching certificates would be instituted). All beginning teachers would receive a nonrenewable apprentice teaching certificate and would be required to go through a State-subsidized Entry-Year Assistance Program. Further certification would be contingent upon successful experience, rigorous evaluation, and professional growth. State colleges have been working cooperatively with other groups and agencies on new teacher internships, precertification testing, computer literacy, a coordinated inservice network and resources, and earlier preservice classroom observation experience.

TEACHER SALARY INCENTIVES: The Legislature deleted both a performance-based State stipend program and a provision for a master teacher rank from the Omnibus Education Improvement Bill.

TEACHER TENURE: The career ladder proposed in the Omnibus Education Improvement Bill will allow teachers to "plateau" only at the top two levels of certification (standard and professional). The apprentice (first level) and initial (second level) teaching certificates will be nonrenewable. The bill will also clarify "just cause" for dismissal of any teacher or administrator by extending the definition of incompetency to include "demonstrated deficiencies or shortcomings" in subject matter, teaching, or administrative skills. In addition, State's funding will be provided for professional training of administrators, and Educational Service Units (multicounty support entities) will be required to assist schools in evaluating teachers. The Governor has called upon local school administrators to be much tougher in evaluating teachers.

TEACHER SHORTAGES: The State Legislature, in the spring of 1983, authorized $100,000 per year to provide low-interest loans of up to $500 per semester for students who major in science and mathematics education. Previously certified teachers who seek certification in mathematics or science education are also eligible. A scientist in residence program has been developed to cope with teacher shortages.

Verification: Robert Beecham, Director, Information Services, State Department of Education, (402) 471-2367.

NEVADA

A State survey found that all Nevada school districts had actively reviewed the NCEE report through public meetings and the formation of local planning groups. The survey found that many districts were launching school improvement projects as a result of the review, and that local planning efforts were broadly based.

The State Department of Education also was expected to make recommendations based on the NCEE report.

The State Board of Education is working with the Governor by offering recommendations culled from reports and studies and by identifying gaps in them that might be addressed at the State level. The Board is particularly interested in governance issues.

In addition, the Board has issued a list of priority considerations to be addressed, including: a summer program for the academically talented, a longer school year, teacher certification and recertification, teacher salary increases, and a school improvement project that is seen as an extension of the Department's principalship training efforts.

TASK FORCES: The Governor has established a Governor's Commission on Education. The Legislature has authorized a special committee to study education in the State, including a study of the NCEE report. Recommendations from both groups are due in the fall of 1984. The State Board of Education is serving as a clearinghouse for reports and recommendations from State and local committees and planning groups.

CURRICULUM REFORM: A Joint Council for College Preparation was initiated by the University Board of Regents and the State Board of Education to ensure that high school graduates possess the skills and competence necessary for college work. Representatives from the State Board of Education and the University Board of Regents have developed a statement concerning this issue for spring dissemination to students, parents, and the educational community.

In addition, the Joint Council on Vocational Education has been created to provide linkage between secondary and postsecondary vocational education programming and to assure optimum success for students at the postsecondary level.

GRADUATION REQUIREMENTS: Starting with the graduating class of 1986, students will be required to complete 20 units for grades 9-12. Requirements were increased from 1 to 2 in mathematics. An additional unit of mathematics or English will be required of students who fail to pass proficiency tests. The increase was approved in 1982. The State Board plans to review specific components of the plan in the summer of 1984.

STUDENT TESTING: The State Department of Education is increasing the difficulty level of minimum proficiency examinations in reading, writing, and mathematics. Plans are also under way to broaden the scope of the examination, which will require legislative action.

Verification: Myrna Matranga, Deputy Superintendent of Public Instruction, State Department of Education, (702) 885-3104.

NEW HAMPSHIRE

TASK FORCE: In the summer of 1983, the State Board of Education created a 30-member State Commission on Excellence to issue a final report by January 1984. Six committees have been formed to study higher education, the economic impact of education, certification of teachers, curriculum and graduation requirements, time on task, and the process and effectiveness of schools. Under the Governor's leadership, the State Department of Education is convening colleges, universities, and local school districts to work together to address problems of teacher shortages, curriculum content, and improved sequencing of the course of study between high school and college in mathematics, physics, and chemistry.

GRADUATION REQUIREMENTS: The State Board of Education is expected to adopt new minimum high school graduation requirements in June 1984. If proposed changes are approved, students will need to complete 2 years each of science and mathematics and a total of 18 units. Current requirements are 16 total units and 1 each of science and mathematics.

COLLEGE ADMISSIONS: Establishing college admissions standards is under consideration by the New England State Universities.

STUDENT TESTING: Student testing programs have been proposed to the Executive Branch by the State Department of Education.

TEACHER CERTIFICATION/PREPARATION: Recommendations of a study of teacher certification, begun in 1982, have been made to the State Board of Education. The Board is studying whether to require testing for admission to and graduation from teacher preparation programs.

PROFESSIONAL DEVELOPMENT OF TEACHERS: The Board is considering professional development as part of its deliberations on teacher certification.

Verification: Neal D. Andrew, Deputy Commissioner of Education, State Department of Education, (603) 271-3145.

NEW JERSEY

TASK FORCES: The December 1983 final report of the Advisory Council on Mathematics and Science Teacher Supply and Demand recommended financial incentives to attract people to mathematics and science teaching; upgraded preservice and inservice training for teachers; specific programs targeted to young girls, women, Blacks, and others who often do not perform well in mathematics and science; and a reevaluation of the amount of time spent on science and mathematics instruction. The Commissioner of Education will report to the State Board of Education on how the council's recommendations are being implemented.

In February 1984, the Commissioner of Education presented to the State Board the report of the Joint Statewide Task Force on Pre-College Preparation. The task force issued 17 major recommendations, including: the skills and courses required in English and mathematics, college admissions standards for coursework and proficiency levels, testing in 9th grade to be used as an early warning of student deficiencies and a new graduation test to be administered in the 11th grade, and testing in the sophomore year of college and at college graduation.

GRADUATION REQUIREMENTS: In December 1983, the Commissioner proposed to the State Board a policy on graduation requirements for the more than 6,000 high school students of limited English proficiency in the State. The plan would enable local districts to assess whether these students have mastered the skills required to be eligible to receive a State-endorsed diploma. The Board in March 1984 endorsed the proposal and will discuss a revised implementation timeline to be presented by the Commissioner at its June 1984 meeting.

STUDENT TESTING: In June 1983, the State Board of Education adopted a new 9th grade basic skills test that each secondary student in the State must pass to receive a State-endorsed high school diploma and eliminated State testing in grades 3-6 and 11. In November 1983, the results of the first statewide writing assessment test were announced. This year the writing test, which will become part of the State's high school graduation requirement in 1985-86, served two functions: (1) to help students and teachers prepare for the 1985-86 test and (2) to help schools diagnose problems in their writing instruction programs. In 1984-85 the State will raise testing standards to assess more rigorous basic skills rather than minimum basic skills.

SCHOOL DISCIPLINE: The State has established stricter standards of school discipline, including stricter enforcement of existing laws and regulations and new codes by local districts which will be overseen by the State.

ACADEMIC ENRICHMENT: In 1984, the Governor's Schools for high school juniors and seniors will be expanded. In the summer of 1984, Monmouth College will again offer a Global Studies Program. In addition, Trenton State College will offer the Governor's School on the Arts, and Drew University will sponsor a Governor's School on Science and Technology.

SCHOOL TIME: In July 1983, the Commissioner of Education filed show cause orders against 35 school districts for not complying with the State law requiring 180 days of instruction. The action was taken against districts which had scheduled graduation exercises prior to completion of 180 days of instruction. Fourteen districts each were fined $2,545 for each day of noncompliance.

EXTRACURRICULAR ACTIVITY POLICY: The Commissioner submitted to the State Board options prepared by a study committee on setting new athletic eligibility standards. The committee recommended that the standards apply to other extracurricular activities. The Board asked the committee chairman to make final recommendations to the Board in April 1984.

TEACHER PREPARATION/CERTIFICATION: A revised teacher preparation and certification system is under review by the State Board of Education. The proposal would require teacher candidates to have a bachelor's degree, pass a standardized test in the subject area to be taught; and demonstrate ability to teach in the classroom through successful practice teaching or participate in a 1-year supervised internship in the school district for persons holding other than a teaching degree as an alternate route to certification.

In December 1983, the Commissioner announced the names of a panel of nationally known educators to advise State officials on what is essential for beginning teachers to know and on how effective teachers teach. The panel's findings will be used to promote consistency in college teacher preparation programs and to help devise assessment standards for use by districts which choose the alternate route to certification being proposed by the Commissioner. The panel's report was presented to the State Board in March 1984.

The Commissioner also appointed an advisory panel on the proposed teacher internship program and the certification initiative.

TEACHER TRAINING STANDARDS: In July 1982, more rigorous teacher training standards were adopted, and more stringent requirements for field-based, preservice experience have been mandated.

In December 1983, the Commissioner and Chancellor sent guidelines to all teacher education programs in New Jersey on how to prepare proposals on teacher education programs and how to comply with new State standards for teacher preparation.

TEACHER SALARIES: The Governor proposed State subsidies to improve minimum teacher salaries to $18,500 for starting teachers who meet new competency standards, up from a range of $12,900 to $17,000. A bill has been introduced in the Legislature that sets the same starting salary, but does not include competency testing.

PERFORMANCE-BASED PAY/MASTER TEACHER: The Governor proposed creation of a performance-based pay or master teacher program to reward outstanding teachers selected by administrators and other teachers for awards of $5,000 per year. A pilot program will start in September 1985 if funds are approved. Up to 5 percent of the teaching staff of five pilot school districts, selected on a competitive basis, would be involved in the project. Program details have been developed by a commission appointed by the Governor of representatives of the major State education organizations and business and industrial representatives.

TEACHER SENIORITY: In June 1983, the State Board of Education limited the seniority rights of teachers to the subject areas and grade levels in which teachers had actively taught. Previously, a teacher could exercise seniority rights during reductions in force because of declining enrollments in any subject or grade for which the teacher possessed a certificate regardless of whether the person had actually taught in the particular grade or subject. The revision is aimed at retaining the most qualified and experienced teachers in the classroom.

TEACHER SHORTAGES: The Legislature has allocated an additional $300,000 to fund teacher recertification programs in mathematics and science. Another $150,000 was allocated for 2-week summer institutes for teachers in science and mathematics.

PROFESSIONAL DEVELOPMENT OF TEACHERS AND ADMINISTRATORS: The creation of an Academy for the Advancement of Teaching and Management has been proposed as part of the Governor's and Commissioner's program of educational reform. Its goal will be to teach skills that will help teachers to teach and managers to manage better. It will allow teachers and administrators to spend a few weeks or longer studying effective school practices and applying those skills in the classroom. The Academy will not compete with college and graduate programs. The implementation plan was announced in March 1984 and the first program will be offered in January 1985.

OTHER INITIATIVES: At its March 1984 meeting, the State Board approved an Urban Initiative, proposed by the Governor and Commissioner of Education. The plan will focus attention, assistance, and resources on high-need urban school districts. One part of the program is a broad-based effort to assist all 51 urban districts in critical areas which are essential to educational improvement. A second part of the proposal is a concentrated effort, Operation School Renewal, to help three urban districts implement a long-term, comprehensive school renewal plan based on specific objectives over a 3-to-5-year period. The first part of the program begins immediately, the second in June 1984.

Verification: Cummings Piatt, Assistant Commissioner, Division of Executive Services, State Department of Education, (609) 292-7078.

NEW MEXICO

TASK FORCES: The Governor created two commissions, one on public education and one on higher education, to suggest policies that he could present to the Legislature in a package. A 36-page report, entitled "Accent on Accountability," was released in January 1984. It contained 21 recommendations, including the raising of beginning teachers' salaries to $25,000 by 1990; increasing the school year from 180 to 190 days; and for the appointment of another panel to study excellence in education. (The Legislature rejected most major proposals, including increasing teachers' salaries and lengthening the school year.)

CURRICULUM REFORM: As part of an ongoing school improvement program, school districts are required to use a State-developed list of exit competencies, which includes all subject areas, in their instructional programs, which began with the 1983-84 school year.

GRADUATION REQUIREMENTS: New graduation requirements, adopted in April 1983, include 2 units each in mathematics and science. The requirements became effective for the 1983-84 school year. Previous requirements were 1 unit in each subject.

ACADEMIC ENRICHMENT: The State Department of Education provided a science-mathematics seminar for high school students at Highlands University.

SPECIALIZED SCHOOLS: Special purpose high schools have tripled in number within the past 2 years. These schools are geared toward students who cannot or choose not to attend regular high schools. The schools are financed by the State with special funds.

PERFORMANCE-BASED PAY: The State Department of Education completed a study on the issue of performance-based pay. In January 1984, the Department released a pamphlet: "Merit Pay or a Performance-Based Reward System: Will It Work in New Mexico?"

PROFESSIONAL EVALUATION: A study by the State Department of Education, initiated at the request of the State Board of Education, submitted its findings in July 1983. The State Board adopted the recommended competencies for evaluation of teachers. The Department is also doing a similar study of competencies to be used in the evaluation of administrators.

TEACHER SHORTAGES: In the spring of 1983, the State Department of Education Advisory Committees on Mathematics and Science made recommendations to the State Board on the issue of differential pay for teachers in the two areas. The Board is studying the recommendations.

COMPUTER TECHNOLOGY: In 1982, a State Department of Education Computer Committee began studying the issues of staff training and selection of hardware and software. A computer education guide was released in December 1983.

Verification: Alan Morgan, Assistant Superintendent for Instruction, State Department of Education, (505) 827-6515.

NEW YORK

The Board of Regents has restated its goals for students in elementary and secondary schools and developed an extensive "Action Plan to Improve Elementary and Secondary Education in New York." The project to develop the plan included 10 regional conferences during the fall and winter of 1983 to solicit citizens' opinions on actions to improve education in the State. The meetings are a continuation of meetings held over the past 6 years to provide the Regents with public and professional reactions to major educational issues. The Regents released a revised plan for public discussion in February 1984, and made their final decisions on the proposals in March 1984.

CURRICULUM REFORM: (1) Schools will be encouraged to use State syllabi as a minimum for courses in all subjects in grades K-12. (2) The Regents propose that school districts provide pupils who show a strong aptitude in English, social studies, mathematics, science, foreign languages, arts, and/or occupational education an opportunity to begin the 9-12 sequence in 8th grade to enable them to pursue more advanced study in high school. (3) New curriculum efforts in the State will emphasize applications of the computer in all school subjects.

GRADUATION REQUIREMENTS: New graduation requirements have been proposed to take effect with the graduating class of 1989. Students seeking a regular diploma will need 18½ credits including 4 years of English, 2 each of mathematics and science, and 4 of social studies. Current requirements are 16 credits, 1 each in mathematics and science, and 3 in social studies. For a Regents diploma, students will need 18½ credits, tested through "Regents Examinations," including 4 years of English, 2 each of mathematics and science, 4 of social studies, and 3 in foreign languages. Current requirements call for 1 year each in mathematics and science, 3 in social studies, none in foreign languages, and a total of 18. Starting with the graduating class of 1989 all students will be required to have 1 year of art or music. Students will be able to receive 6½ credits through examinations. All students in the graduating class of 1994 will have studied a foreign language for 2 years in grades K-9.

STUDENT TESTING: The Regents have added science and social studies to the proficiency examinations that students have been required to take since 1978. Examinations now are administered in reading, writing, and mathematics, except for students who take the Regents Examinations. A requirement for a Comprehensive Assessment Report requires each school board to present to the public the results of State testing in a format provided by the State. For identified low-performing schools, a self-improvement plan will be required. If sufficient progress has not been made in correcting the deficiencies identified by the Comprehensive Assessment Report, the Education Department will require corrective measures targeted at the specific deficiency.

TEXTBOOKS: The State Department of Education is seeking to influence the quality of instructional materials by sponsoring conferences with publishers to update the materials in accordance with curriculum directions of the State.

SCHOOL DISCIPLINE: The Governor proposed more money for "Discipline Demonstration Programs" which provide alternative classroom situations for disruptive students. To reduce the dropout rate and improve job opportunities for high school students, the Governor's budget contains a school-to-work program for 16- and 17-year-olds from poor families. Jobs would go only to students who stay in school and meet certain attendance and performance standards. The Regents would require school districts to provide discipline codes and student bills of rights and responsibilities, along with other discipline provisions.

INSTRUCTIONAL TIME: The Legislature has appropriated $28 million for improving attendance in selected schools with high dropout rates.

LONGER SCHOOL YEAR: The Regents have recommended adding up to 5 days to the teacher's work year for training purposes in 1984-85 and up to 10 days in 1985-86.

TEACHING AS A PROFESSION: Legislaton is pending to make teaching a profession in New York State and to require all new teachers to have a 1-year internship and to pass an entry level examination. Annual evaluations of all teachers and administrators will be required.

TEACHER INCENTIVES: The Governor has proposed a State "Teacher Corps" to attract talented people into teaching. The program offers college scholarships and graduate fellowships for students who want to teach. In addition, forgivable loans of up to $4,000 per year would be offered. Also proposed were higher starting salaries for teachers, and "Mentor Teacher Demonstration Grants" for experienced teachers who would provide on-the-job training for beginning teachers. Details of the program have yet to be worked out. The Regents' Plan includes post-baccalaureate scholarships for talented people who wish to teach in priority areas.

TEACHER CERTIFICATION: Starting in September 1984, an entry examination will be required for teacher certification.

TEACHER SHORTAGES: Pending legislation would provide loans, scholarships, fellowships, and inservice training to prepare teachers to teach science and mathematics for a specified number of years.

FUNDING INITIATIVES: The State Education Department is recommending that all increases in State aid be mandated for instructional programs.

Verification: John Fabozzi, Special Assistant to the Deputy Commissioner, State Education Department, (518) 474-1112.

NORTH CAROLINA

The Governor has declared 1983 "The Year of Public Schools," and proposed that every school staff member and teacher become involved in a community project and that everyone in the community become involved in at least one school. The North Carolina General Assembly will reconvene in June 1984 to begin to consider recommendations in education and their funding.

TASK FORCES

(1) The North Carolina Commission on Education for Economic Growth, chaired by the Governor, released its report in April 1984. The report includes six major areas of recommendations that call for: (a) broader partnerships, (b) improved curriculum, (c) higher regard for teachers and teaching, (d) improved learning environments, (e) improved leadership and management, and (f) strengthening existing programs and creating new ones to serve special groups and fulfill special needs.

(2) The Governor's Task Force on Science and Technology is examining the impact of technological change over the next 20 years. The final report was issued in November 1983.

(3) The North Carolina Mathematics Curriculum Study Committee's report of a 2-year study went to the State Board of Education in September 1983. The Committee's 62 recommendations include integration of technology in the K-12 curriculum, requiring each elementary school student to have 60 minutes of mathematics daily, and increasing the high school graduation requirement for mathematics from 2 units to 3. The committee recommended additional salary for mathematics teachers.

(4) A statewide Business Commission on Mathematics and Science Education helps the State develop education programs, identifies resources, and identifies outstanding teachers who receive awards and scholarships.

(5) A legislative committee, the North Carolina Public Education Policy Council, has been formed to take a look at the issues of educational governance, finance, and personnel. The group will submit a preliminary report to the General Assembly in 1984 and a final report in 1985.

CURRICULUM REFORM: The State Board of Education is proposing $240,000 to establish programs of excellence in science and mathematics. Eleven high schools will be selected to provide examples of excellence for other school systems.

GRADUATION REQUIREMENTS: The State Board of Education is considering increasing mathematics and science requirements from 2 to 3 years each. The Board has approved increasing total credits from 18 to 20. A report to the Board of Education made recommendations about foreign language requirements. A 2-year study found that there had been a decrease from 90,000 to 86,000 in the number of students taking foreign languages over a 4-year period.

COLLEGE ADMISSIONS: The University of North Carolina at Chapel Hill has strengthened its admissions requirements to include 2 years of foreign language, 1 course in a laboratory science, and 3 years of mathematics.

TEXTBOOKS: The Governor's Commission recommended that the General Assembly increase the secondary school textbook allocation to $15 per student.

SCHOOL DISCIPLINE: The Commission recommended that the General Assembly establish an office for school discipline to serve as a resource for local schools in discipline-related matters.

ACADEMIC ENRICHMENT: The North Carolina School of Science and Mathematics in Durham provides an enriched residential program for about 600 gifted students in grades 10-12. Summer residential programs for gifted junior and senior high school students are offered at two Governor's Schools.

RECOGNITION OF ACHIEVEMENT: The State Board of Education in the summer of 1983 instituted a program to recognize high school students who pass 22 courses with a grade of B or higher. Students will be given a seal of recognition on their diploma and be recognized as State scholars.

LONGER SCHOOL DAY/YEAR: The school year will be lengthened from 180 to 200 days and the school day to 7 hours in Polk and Halifax counties as part of a State-funded experimental project to determine if more school time yields improved student performance.

TEACHER CERTIFICATION: The State Board of Education is creating a Quality Assurance Program to assure appropriate certification of new teachers. During the first 2 years of teaching, new teachers will be closely supervised by staff of local schools and teacher training institutions. New teachers will receive inservice training and permanent certification after 2 years of successful teaching.

TEACHER SALARY INCREASES: The Commission calls for a teacher salary schedule that ranges from $15,700 to $34,000, about a 15 percent increase, to be implemented over 4 years.

PERFORMANCE-BASED PAY/MASTER TEACHER: The Department of Public Instruction is developing a plan for the possible implementation of differential pay and staffing in the State's 142 school districts. The plan is to be shared with the State Board of Education in the spring of 1984.

TEACHER SHORTAGES: To deal with teacher shortages in mathematics and science, the State provides retraining, loans, scholarships, fellowships, extended contracts, and provisional emergency certificates for teachers of those subjects.

PROFESSIONAL DEVELOPMENT OF TEACHERS: The Commission has asked the General Assembly to increase to $100 per position funds allocated for the professional development of educational personnel. Also recommended: The General Assembly, the State Board of Education, and the University of North Carolina Board of Governors should provide a Center for the Advancement of Teaching with opportunities for outstanding teachers to study advanced topics and issues in the sciences and humanities.

PROFESSIONAL DEVELOPMENT OF ADMINISTRATORS: The North Carolina Leadership Institute for Principals offers a broad range of inservice opportunities for school principals, including a cooperative arrangement with the University of North Carolina's Institute of Government for training in basic management skills.

Verification: Reeves McGlohon, Special Assistant to the Commissioner, State Department of Public Instruction, (919) 733-3813.

NORTH DAKOTA

A September 1982 Governor's Conference on Public Education explored basic skills, goals of American schools, secondary school curriculum, changing social trends, teacher qualifications, and standardized tests. Recommendations were made to State agencies. A June 1983 Governor's Conference on Education, Training, and Employment for the New and Emerging Technologies focused on job training and education. Recommendations were made to schools, business and industry, and the State Government.

The North Dakota State Legislature meets biannually and is not scheduled to convene until 1985, at which time the Legislature will consider a number of education reform initiatives.

GRADUATION REQUIREMENTS: Students who graduate in 1984 must complete 17 total units, including 3 each in language arts and social studies, 2 in science, 1 each in mathematics and physical education, and 7 electives. In 1985 and 1986, the requirements will change to 4 in language arts, 2 in mathematics, and 5 electives. In December 1983, the Attorney General's Office ruled that the State Superintendent does not have authority to set the total number of units for graduation beyond 17 units. Only local school boards can determine whether the number of units for graduation can exceed 17.

SCHOOL DAY: The length of the school day has been increased to provide more time on task.

EXTRACURRICULAR ACTIVITIES POLICY: The Legislature has initiated a study to examine the effects of absenteeism and extracurricular activities on students. The study will also explore the issuance of work permits to students.

TEACHER CERTIFICATION: Competency testing for teachers is being reviewed by a legislative study committee. In addition, the State has replaced the former lifetime certificate with a 2-year entrance and 5-year renewable certificate. The first 5-year renewal certificate requires 2 years of teaching and 3 positive recommendations. Succeeding 5-year renewals require 4 semester hours, active teaching, and 3 positive recommendations.

TEACHER SHORTAGES: An intensive summer training program was initiated in 1983 to teachers qualified in other areas to gain certification in mathematics and science. The program is offered by the North Dakota State University in cooperation with the State Department of Public Instruction. The State pays 75 percent of the cost of the program, with the students paying the balance.

Verification: Elmer Huber, Deputy State Superintendent of Public Instruction, State Department of Public Instruction, (701) 224-2260.

OHIO

The State Board of Education and the Governor have proclaimed 1983-84 as the Year of Educational Excellence for All. Six areas have been identified as the focus for excellence, as follows: (1) administrative leadership; (2) educating the public; (3) public participation in the schools; (4) community involvement; (5) ownership and pride by the taxpayers; and (6) increasing student productivity.

TASK FORCES

The report of the Ohio Commission on Educational Excellence titled "Responsible Reform: Focusing on the Future," was submitted to the State Board of Education at its December 1983 meeting. The following areas were addressed in the report: outcomes of learning, educational equality, changing conditions, technology, preparation of professionals, delivery systems, and fiscal and programmatic accountability.

A Task Force on Educational Excellence was established by the State Superintendent to examine the national and State reports relative to the State's existing educational profile. The task force report is due at the end of the summer of 1984.

A School Finance Task Force has been established to review the existing funding structure and to make recommendations for change in the present State funding formula. The task force report is due in July 1984.

The Ohio Education Deans' Task Force for Personnel Preparation for the Handicapped continues to be the vehicle for coordinating the efforts of private and public institutions of higher education in preservice and inservice preparation of educators of handicapped children.

The Blue Ribbon Study Committee on Secondary Vocational Education programs is reassessing the role and delivery of vocational education in Ohio's public schools.

The Commission on Early Childhood Education has been established to study the issues, including: early childhood needs; existing curriculum guidelines; funding sources; exemplary preschool, early entrance screening, early identification and latchkey programs; and implementation methods.

The Ohio Foreign Language Task Force report recommends strengthening foreign language instruction in Ohio's secondary schools.

GRADUATION REQUIREMENTS: The State Board of Education has added an additional unit of mathematics as a requirement for high school graduation, effective in 1987. Starting in 1983, requirements were 2 units of mathematics and 1 of science. Total units were increased from 17 to 18, effective in 1987.

COLLEGE ADMISSIONS: Through a joint commission on articulation, the State Board of Education and the State Board of Regents have endorsed and some State colleges and universities have adopted admission standards that require 4 years of English; 3 each of science, mathematics, and social studies; and 2 of foreign language.

STUDENT EVALUATION AND TESTING: The Minimum Standards for Elementary and Secondary Schools 1983 require competency-based education in the basic skills including competency testing once each in grades 1-4, 5-8, 9-11 and intervention for students who are not succeeding.

TEXTBOOK AND INSTRUCTIONAL MATERIALS: New minimum standards provide suggested procedures for selection of materials, criteria for selection of materials, procedures for responding to challenges of materials, and sample policy components. Ohio is a local control State; therefore, selection decisions are local.

ACADEMIC ENRICHMENT: The State cooperates with one major State university every year to offer a 1-week school for gifted students. About 60 high school juniors are offered academic and artistic work beyond what is available in their local schools. This is the seventh year of the program.

ACADEMIC RECOGNITION: The State Board of Education offers a Certificate of Achievement to students who successfully complete 4 years of English, 3 each of science, mathematics, and social studies, and 3 of one foreign language or 2 of two different languages; or successfully complete a vocational competency program based on trade skills.

SCHOOL DISCIPLINE: The new minimum State standards mandate a code of conduct for each school district which addresses the rights of students, issues related to school conduct, and due process.

LONGER SCHOOL DAY AND YEAR: The State Superintendent recommended expanding the school day and the school year. The publication "Moving Toward Excellence" recommended that better use be made of currently available instructional time by reducing study halls and noninstructional classroom duties of teachers.

PLACEMENT AND PROMOTION POLICY: The competency-based education segment of the new minimum standards addresses placement and promotion. The segment may be used by local districts for promotion or graduation, but it is not required by the State.

EXTRACURRICULAR ACTIVITIES POLICIES: In March 1984, the State Board of Education adopted a resolution to encourage all school districts to review their requirements for student participation in extracurricular activities. It also requested that the State High School Athletic Association make a thorough examination of its requirements.

TEACHER CERTIFICATION AND PREPARATION: The plan is to revise existing teacher certification standards by 1985. Teacher preparation recommendations made by the Ohio Commission on Educational Excellence include the following: (1) A post-baccalaureate, 5th-year entry level seminar should be required for new teachers. (2) Course content of teacher preparation programs should ensure that future teachers are able to use current technology in the classroom and that beginning teachers are able to apply their current knowledge base to the classroom. The State Board of Education and the Superintendent of Public Instruction have recommended teacher competency testing. (3) Professors who prepare future teachers should be required to participate periodically in elementary and secondary classrooms.

SALARY INCREASES: Minimum teacher salaries established by the State Legislature in 1983 rose 5 percent from 1982-83 to 1983-84, increasing from $11,500 to $12,100. Minimum teacher salaries will increase an additional 5 percent to $12,700 in the 1984-85 school year.

MASTER TEACHERS AND CAREER LADDERS: In the 1983 Ohio Department of Education publication, "Moving Toward Excellence," recommended that school boards, administrators, and teachers cooperate to develop career ladders for teachers that distinguish among the beginning instructor, the experienced teacher, and the master teacher. Academic coaches have been recommended to work with students after school and during the summer.

SUPPLY AND DEMAND OF TEACHERS: In a 1982 study of the prospects for beginning teachers in Ohio public schools, the following findings were revealed: (1) The supply of teachers is at least adequate in industrial arts, mathematics, vocational education, library science, and several of the special education areas; and (2) fields in which the supply most widely exceeds actual demand include business education, social studies, art, music, physical education, hearing impaired, and moderately, severely, and profoundly retarded.

PROFESSIONAL DEVELOPMENT FOR ADMINISTRATORS: A variety of seminars and conferences is available to school administrators in the areas of financial management, the minimum standards and other current educational matters. New administrator standards have been adopted which stress instructional leadership as well as management skills.

FUNDING INITIATIVES: Major increases totaling $1 billion were made in basic aid to schools, postsecondary vocational education, and educational excellence and competency funding were secured for the Fiscal 1984-85 biennium.

Verification: Franklin B. Walter, Superintendent of Public Instruction, (614) 466-3304, and Irene G. Bandy, Assistant Superintendent of Public Instruction, State Department of Education, (614) 466-3708.

OKLAHOMA

GRADUATION REQUIREMENTS: New high school graduation requirements were approved in 1982 to be effective for the freshman class of 1983 which will graduate in 1987. The requirements are 20 total units, including 4 in English, 2 each in mathematics and science, 1 in American history, and ½ each in world history and Oklahoma history.

COLLEGE ADMISSIONS: Oklahoma's two comprehensive universities are evaluating their entrance and graduation requirements.

STUDENT TESTING: The State Department's Task Force on Student Achievement is studying student evaluation and is expected to make recommendations in a report in June 1984. A plan will be developed to carry out the recommendations.

SCHOOL DISCIPLINE: As of 1983, the State required that local districts establish discipline policies.

ACADEMIC ENRICHMENT: In June 1983 the Legislature authorized a commission to review the feasibility of establishing a State boarding school for mathematics and science. Its report is due in October 1984.

INSTRUCTIONAL TIME: The Task Force on Student Achievement also is expected to make recommendations on instructional time in its June report.

EXTRACURRICULAR ACTIVITIES POLICY: The State Superintendent appointed a study group which is exploring the advantages of limiting the amount of class time devoted to extracurricular activities. A position statement is expected in the late spring of 1984.

TEACHER PREPARATION/CERTIFICATION: In 1982 the State implemented a model teacher certification and teacher education and development program. The program raises standards for admission to teaching and requires a subject matter competency examination before licensing. New teachers must participate in a 1-year supervised assistant's program and will be considered for certification if recommended by their supervising committee. Teachers also must participate in ongoing staff development programs offered by the State.

MASTER TEACHERS: Three school districts are jointly researching the master teacher concept.

PROFESSIONAL DEVELOPMENT OF ADMINISTRATORS: The State requires new superintendents to take 1 year of leadership training. They must participate in a week-long summer seminar and three 2-day seminars during their first year of service.

FUNDING: It is anticipated that some of the revenues from a temporary 1-cent tax increase may go for education support.

Verification: John Folks, Associate Deputy Superintendent, State Department of Education, (405) 521-3301.

OREGON

The State Superintendent of Public Instruction in September 1983 submitted an eight-point "Oregon Action Plan for Excellence" to the State Board of Education. The plan included: (1) development of a K-12 State-required curriculum in all basic academic programs; (2) administering a State test to every 3rd, 6th, and 10th grader in Oregon; (3) a State test for all 8th grade students; (4) increasing high school graduation requirements for science and mathematics; (5) developing a profile on the performance of each school to measure how well they are meeting expectations; (6) instituting a State Honors Diploma for students who reach a high level of achievement; (7) asking legislative approval for State Board of Education authority over teacher and administrator evaluation; and (8) extending the school year to 190 days and starting a study of ways to increase the amount of productive instructional time during the school day. The plan was endorsed by the Governor in October 1983.

The Superintendent also announced his intention to encourage business/school partnerships, perhaps including tax incentives, and also high school/community college cooperation in vocational education.

TASK FORCES: The State Board of Education appointed eight task forces to study the Superintendent's recommendations. The task forces began work in January 1984 and made interim reports in March and April. Final reports are due at the Board's May 1984 meeting. The Board and the Superintendent will hold about 15 regional meetings in May to receive comments on the task force proposals. The Superintendent's recommendations are due in June 1984.

In addition, the Senate president named an interim Task Force on Education that began examining the recommendations of national education reports in January 1984. Its report is due in October 1984.

An Advisory Committee on Science and Mathematics Education, appointed by the Superintendent in July 1983, reported to the State Board in March 1984. It recommended greater emphasis on mathematics and science in grades 1-8, with a minimum of 40 minutes of each subject each day in elementary school and a full year of each in grades 7 and 8. It also recommended better teacher preparation in these subjects and assistance for teachers working out of their areas of certification.

In January 1984, the Educational Coordinating Commission began consideration of 44 recommendations from public task forces. The commission is due to report to the Legislature in November 1984.

CURRICULUM REFORM: The State Department of Education is planning to modify the school accreditation system to focus mainly on school improvement efforts. State and local assessment may focus on science and social studies curriculums.

GRADUATION REQUIREMENTS: In March 1984, the State Board of Education approved the Superintendent's recommendations concerning high school graduation requirements for the graduating class of 1988 as follows: increasing total units required from 21 to 22, and mathematics and science from 1 to 2 each. Further changes are expected when the Board acts on a comprehensive school improvement program in June 1984.

COLLEGE ADMISSIONS: The State Board of Higher Education in May 1983 approved college and university entrance requirements that closely parallel the NCEE recommendations for high school graduation requirements. The report of the Commission was cited as being timely in the adoption of the new requirements—4 years of English, 3 each of mathematics and social studies; and 2 each of science and other college preparatory courses. Oregon emphasizes but does not require foreign language study for college admission.

TEACHER CERTIFICATION: The Teacher Standards and Practices Commission has adopted a rule that beginning in 1985 prospective teachers must pass a basic skills test for full certification.

Verification: Jan Ryan, Assistant Superintendent for Government Relations, State Department of Education, (503) 378-8468.

PENNSYLVANIA

Pennsylvania has embarked on a statewide program of educational reform. The Governor has issued "Turning the Tide: An Agenda for Excellence In Pennsylvania Public Schools," and the State Board, Legislature, and Department of Education are making a number of specific changes related to the quality of education in the State.

In addition, the Department of Education, the Governor's Private Sectors Initiatives Task Force, the Allegheny Conference Education Fund, and the Public Education Fund have developed brochures and a handbook to encourage school district/business partnerships.

TASK FORCES: The State Department of Education has named the following task forces:

(1) A statewide group to study individual student testing programs;

(2) A Science and Mathematics Task Force to study ways of improving science and mathematics, including—(a) establishing criteria to allow private sector professionals to teach mathematics and science in the public schools; (b) creating partnerships between schools and industries; (c) solving teacher shortages; and (d) improving curricula, equipment, and teacher preparation and certification;

(3) A remediation task force to identify successful strategies for increasing student achievement;

(4) A task force on teacher recognition to develop criteria to determine and reward outstanding teachers;

(5) A supervision and evaluation task force to design and offer workshops to enhance supervisory skills of administrators to improve teacher performance. (The task force is a cooperative effort of the Pennsylvania Department of Education, the School Boards Association, the Pennsylvania Association of School Administrators; the Pennsylvania Association of Elementary and Secondary School Principals, and the Pennsylvania Association of Supervision and Curriculum Development.);

(6) A school district task force to analyze problems and recommend alternative ways to help smaller school districts meet new curriculum and graduation requirements; and

(7) A commission established by the Governor to evaluate current methods of funding higher education, and to make recommendations for stable, consistent, and adequate financial support.

CURRICULUM REFORM: The State Board of Education established in December 1983 new course requirements and curriculum objectives for the elementary and secondary grades, encompassing English, science, social studies, mathematics, health, physical education, art, music, and vocational education.

GRADUATION REQUIREMENTS: In July 1983, the State Board of Education completed a study of graduation requirements. The Board approved new requirements in December 1983, to become effective for the 1989 graduating class. Requirements were changed from 13 credits for grades 10-12 to 21 credits for grades 9-12, and from 1 to 3 in both science and mathematics. Also, 4 years of English, 3 years of social studies, and 2 credits of arts and humanities would be required. Schools also would be required to offer computer instruction.

COLLEGE ADMISSIONS: Many of Pennsylvania's approximately 200 State and State-related colleges and universities are reviewing their admissions and entrance requirements. A group of deans of State institutions has issued a statement of "What We Expect" to prospective students, their parents, and school counselors.

STUDENT TESTING: The State will require testing beginning in 1984-85 in grades 3, 5, and 8 to identify students needing remediation. An honor's test is being established for high school seniors. The top 1 percent will receive a $1,000 scholarship, and those over a cut-off score will receive an honor's diploma.

TEXTBOOKS/INSTRUCTIONAL MATERIALS: Pennsylvania participated with several other States in a recent conference sponsored by Florida on the quality of instructional materials, and is considering measures that might be taken concerning textbooks in Pennsylvania.

SCHOOL DISCIPLINE AND ATTENDANCE: The State Department of Education is studying policies on discipline and attendance practiced by school districts in the State, in order to identify preferred policies that might be disseminated for consideration by other districts.

SPECIALIZED SCHOOLS: A new Governor's School for Exceptional Students is being created. The State already supports a Governor's School for the Sciences, which will attempt to expand its enrollment of sophomores and juniors from 60 in 1983 to 200 over a 2-year period, and a Governor's School for the Arts, which enrolls 200 students. The arts school is in its 11th year.

INSTRUCTIONAL TIME: It is anticipated that schools will have to make effective use of instructional time in order to meet Pennsylvania's new curriculum requirements. The Secretary of Education is encouraging school districts to investigate and adopt practices that will help them make more efficient use of learning time.

EXTRACURRICULAR ACTIVITIES POLICIES: The State Department of Education is working to identify exemplary policies on participation in extracurricular activities practiced by school districts in the State, for dissemination statewide.

TEACHER PREPARATION AND CERTIFICATION: A State Board of Education task force has been established to review teacher preparation and certification. "Apprenticeships" for teachers are among programs to be considered under teacher preparation; the certification review will address requirements currently in place, and provisions for the use of subject-matter experts not trained in education to meet the shortage of mathematics and science teachers. The State Department of Education has also initiated a review of certification requirements in science and mathematics.

PERFORMANCE-BASED BONUS: "Excellence in Teaching" awards are under consideration by the Legislature and the State Department of Education. They would provide awards of up to 5 percent of a teacher's salary (up to $2,000) for exceptional performance, based on criteria established by the local district and approved by the State Department of Education.

TEACHER SHORTAGES: To deal with teacher shortages, the Legislature appropriated funds to encourage students to enroll in mathematics and science teaching programs and to encourage mathematics and science graduates to enter the teaching profession. Funds were provided for forgivable loans to students who teach mathematics and science in the public schools. Other funds were earmarked for retraining science and mathematics teachers and to develop public/private partnerships to improve education.

PROFESSIONAL DEVELOPMENT OF TEACHERS: The State Department of Education is studying ways to encourage inservice professional development conducted during the school day.

PROFESSIONAL DEVELOPMENT OF ADMINISTRATORS: Pennsylvania is expanding its program of regional executive academies for administrators, and focusing them on the supervision and evaluation of teachers.

FUNDING INITIATIVE: It is proposed that 68 percent of all new State revenues be dedicated to education.

Verification: Denise VanBriggle, Special Assistant to the Secretary of Education, State Department of Education, (717) 783-9783.

RHODE ISLAND

TASK FORCE: The Governor in April 1984 will form a task force to study public education.

CURRICULUM REFORM: A basic education program has been submitted for adoption by the State Board of Regents. The program addresses curriculum, management, and administration at the local level. It contains basic standards for all levels of instruction. Public hearings were held in December 1983 to receive public comment on the proposed program.

GRADUATION REQUIREMENTS: The Board of Regents is considering an increase in high school graduation requirements for students who do not plan to go to college.

COLLEGE ADMISSIONS: Rhode Island has increased graduation requirements for college-bound students. In June 1983 the State Board of Regents approved 18 units for graduation, including 4 in English, 3 in mathematics, 2 each in laboratory science, foreign language, history, and social science, and ½ each in computer literacy and the arts. These changes represent increases of 2 units in mathematics, 1 in science, 1 in foreign language, and 1 in history and social sciences.

STUDENT TESTING: The State will require all high school students to demonstrate competency in reading, writing, speaking, listening, mathematics reasoning and analysis, and study habits. A plan is now being developed and is due in June 1984. Two reports have been issued on the testing program, and the State is reviewing legal implications, appropriate testing mechanisms, and who should be tested in what grades.

ACADEMIC ENRICHMENT: The Board of Regents has recommended consideration of cooperative ventures among districts for programs for talented students rather than special high schools. The Governor has also recommended summer programs at two State colleges for the gifted and talented.

ACADEMIC RECOGNITION: The Board of Regents has developed a Distinguished Achievement Awards program to recognize unusual or outstanding performance by school districts, teachers, and students.

ADVANCED STUDY: In June 1983 the State required all school districts to develop concurrent enrollment programs with local colleges to provide advanced courses and credits for high school students.

TEACHER CERTIFICATION: The Board of Regents has adopted revised teacher certification and recertification requirements. The standards specify courses in subject matter specialties.

OTHER ACTIVITIES: Legislation was proposed in January 1984 to provide for resolution of impasses in school district/teacher contract negotiations, with guidelines for arbitration and mediation.

FUNDING INITIATIVES: Revisions to the State aid reimbursement formula have been proposed in legislation to bring greater equity to the formula. An incentive reimbursement for programs for the gifted also has been introduced.

Verification: Lorraine Webber, Special Assistant to the Commissioner, State Department of Education, (401) 277-2031.

SOUTH CAROLINA

The Governor and the State Superintendent of Education led seven education forums in September/October 1983 that were attended by more than 11,000 citizens. The forums were held to obtain citizen support for a "Move to Quality" in education, which the Governor made the top legislative priority for the 1984 session in his proposals for "A New Approach to Quality Education."

In March 1984 the House of Representatives approved the Education Improvement Act of 1984, which would increase teachers' salaries, strengthen remedial instruction, raise academic standards, and provide incentives for education. Action in the Senate was pending.

TASK FORCES: The Governor and Superintendent co-chaired the Business Education Partnership Committee. In November 1983, another special committee recommended a 1-cent increase in the State sales tax to produce an additional $200 million for public education.

CURRICULUM REFORM: The Act proposes that science concepts be included in the State's basic skills teaching and testing program; that special instruction in the basic skills be provided for every student who does not meet the State's basic skills standards; and that all 5-year-olds attend either public or private kindergarten.

GRADUATION REQUIREMENTS: New requirements, effective for the graduating class of 1987, have been approved by the State Board of Education and await General Assembly approval. They will include 3 units of mathematics (up from 2) and 2 units of science (up from 1). In addition, new guidelines require school districts to offer a minimum of 5 each of mathematics and science units. Students will be required to take at least 4 units each year in grades 9-12 and a total of 20 units for graduation.

STUDENT TESTING: The Act proposes that every student would have to pass a basic skills unit examination to receive a high school diploma.

SCHOOL DISCIPLINE: Every school district would be required to establish clear rules for student behavior, under the new reform program. Under the new legislation, the State Law Enforcement Division would employ five additional law enforcement agents for each congressional district to enforce drug laws in the schools.

ACADEMIC ENRICHMENT: For the past 4 years the Governor's School for Science, Mathematics, and Computer Science has provided summer programs for gifted and talented students. It is supported by State appropriations, tuition, and private scholarships. In addition, 86 of the State's 92 school districts have established special programs for gifted and talented students with a total enrollment of 19,000 students. The Governor proposed that advanced placement courses be offered that would count toward credit in State public colleges.

ACADEMIC RECOGNITION: The Act proposes that schools and school districts be rewarded for exceptional success in improving performance, based on criteria established by the State.

INSTRUCTIONAL TIME: The Act states that students could not be absent for more than 10 days a year without the approval of the school board and that unnecessary paperwork and classroom interruptions affecting teachers be reduced. The teachers' year would be extended to 190 days to provide 5 added days for planning.

SCHOOL DAY: The school day would be established at no less than 6 hours under the new reform act.

PROMOTION POLICY: Each school district would be required to develop a promotion policy based on academic achievement, under the Governor's proposal.

EXTRACURRICULAR ACTIVITIES POLICY: The Act would require that students have an overall passing grade in four courses to participate in interscholastic activities.

TEACHER PREPARATION: The Act proposes: that prospective and current teachers receive increased preparation in their subject area; that the State Board upgrade requirements for approval of teacher preparation programs; that selected colleges develop centers of excellence for preparing teachers; that each year of teacher training include field experiences directly related to practical classroom situations; and that teaching as a career be stressed in high school and college with tutoring opportunities for interested students.

TEACHER SALARY INCREASES: South Carolina teacher salaries would be increased to the projected southeastern average, under the reform legislation.

PERFORMANCE-BASED PAY: The Act proposes that a teacher incentive program be developed to reward teachers who demonstrate superior performance and productivity.

TEACHER SHORTAGES: The Legislature appropriated funds for 1983-84 programs to allow elementary and secondary teachers to receive credit for inservice training in science, mathematics, and computer education. Additional activities are being encouraged to ease expected shortages of mathematics and science teachers. Under consideration are: (1) recruiting and training business and industry employees to work part-time in schools; (2) creating a "teacher corps," a team to teach mathematics, science, and other subjects in counties with a high need for teachers; and (3) retraining teachers who want to change fields. Four teacher training institutions have adopted the first idea and have developed adult apprenticeships for the 1983-84 school year.

Under a new training model, professionals in a variety of fields, including those where shortages exist, could accelerate their training as teachers. In addition, the Governor proposed that forgivable loans be provided to train teachers in critical areas and that individuals with B.A. degrees in areas of critical need not be certified if they have subject matter expertise and can demonstrate teaching competency.

PROFESSIONAL DEVELOPMENT OF TEACHERS: The Act would provide competitive grants to teachers to improve teaching practices and inservice programs on effective schools and classrooms; $150,000 would be allocated to develop "centers of teaching excellence" at selected colleges.

PROFESSIONAL DEVELOPMENT OF ADMINISTRATORS: The Department of Education has established an Assessment Center Program to assist districts and schools to select principals, with an emphasis on management and administrative skills. The center, which began operations in the 1983-84 school year, uses assessors trained by the National Association of Secondary School Principals to evaluate potential principals. The Act proposes: that principal candidates be assessed for instructional leadership and management capabilities before appointment; that school administrators take part in seminars on administrative skills every 2 years; that a principal incentive program be developed for principals who demonstrate superior performance; that school districts annually evaluate administrators, using procedures developed by the State; that local administrator apprenticeships be established; and that effective instructional leadership be stressed through training programs.

FUNDING INITIATIVES: The educational reform package would be funded through a 1-cent increase in the sales tax. The Act would authorize $192.2 million in new funding for the public schools in 1984-85, including $59.4 million to help raise teachers' salaries to the southeastern average; $59 million for remedial instruction in basic skills; $36.4 million for school building aid; and $3.7 million to upgrade gifted and talented programs.

Verification: Raymond Morton, Director of Public Information, State Department of Education, (803) 758-2401.

SOUTH DAKOTA

TASK FORCES

(1) In 1983, the Governor established a Commission on Educational Achievement to study teacher compensation, certification and recertification, curriculum quality, and equality through increased emphasis on the basics.

(2) A Joint Boards Task Force, with representatives from the Board of Regents and State Board of Education, is holding hearings and forming recommendations on high school and college graduation requirements, curriculum content, college entrance requirements, and education policy as a whole. The Task Force's review will continue through the 1983-84 school year.

(3) A Joint Task Force of representatives from the Association of School Boards of South Dakota and the South Dakota School Administrators Association will make recommendations on curriculum guidelines, graduation requirements, increased cooperative use of interdistrict programs, use of technological innovations, providing financial incentives to improve educational quality, and sufficient funding for education. The Task Force will make recommendations to the State regulatory boards—the Board of Regents, the State Board of Education, and the State Vocational Education Board, as well as to local school districts.

CURRICULUM REFORM: The State has developed guidelines for standards of excellence in reading, mathematics, and communication, including a focus on problem solving and critical thinking skills that can be enhanced through computer-assisted instruction. The State Board of Education has approved rules that require all school districts to have plans of study for the courses required for high school graduation on file and available for review in the district office.

GRADUATION REQUIREMENTS: The State currently requires 1 unit each of laboratory science and mathematics and a total of 16 units for high school graduation through 1986. Students graduating in 1987 will need 2 units each of science and mathematics and a total of 18. Total requirements increase to 19 units in 1988 and 20 units thereafter.

COLLEGE ADMISSIONS: The Joint Boards Task Force has recommended and the Board of Regents has adopted new requirements for college admissions: 2 units of laboratory science for 1987-89, and 3 units thereafter; 4 of English; 2 of mathematics, with a 3rd year recommended; 3 years of social studies; 2 years of one foreign language; and ½ each of the arts and computer science.

STUDENT TESTING: The State Board of Education has mandated statewide achievement testing of students in grades 4, 8, and 11.

ACADEMIC ENRICHMENT: The State provides summer programs funded by State and private sources to provide academic enrichment for high school students in mathematics, science, and other areas.

ACADEMIC RECOGNITION: Beginning with the class of 1984, the State Board of Education and the Board of Regents will jointly issue Regents' scholar diplomas to seniors completing 4 units each of English, mathematics, and science; 3 of social studies, and 2 of foreign language and having no final grade below C and a grade point average of at least a B. The State and several public and private institutions of higher education are entering into an agreement under which national merit semi-finalists will receive scholarships of up to $2,000.

TEACHER/ADMINISTRATOR CERTIFICATION: New requirements, beginning in the fall of 1983, call for continuous training for recertification of teachers and administrators every 5 years. Previously, advanced teacher and administrator certificates were awarded after receipt of a master's degree and 5 years of experience; this approach has been discontinued.

Verification: Donna Fjelstad, Assistant to the State Superintendent, Department of Education and Cultural Affairs, (605) 773-3282.

TENNESSEE

In March 1984, the Governor signed the Comprehensive Education Reform Act of 1984, which will provide more than $1 billion over the next 3 years for education. In addition to the career ladder provisions for teachers, principals, assistant principals, and supervisors, a 1-cent sales tax increase will provide funding for basic skills, computer skills, increased mathematics and science instruction in high school, programs for gifted high school students, improved vocational education, better classroom discipline, music and art in the elementary grades, and university centers for excellence in teaching. Also included in the appropriation is additional funding for textbooks, instructional supplies, transportation, maintenance and operation, mathematics and science laboratory equipment, scholarship loan pool for math and science teachers, statewide testing program, books for regional libraries, teacher aides, and funds to cover new costs at the local level.

The State Department of Education has presented recommendations from the NCEE report, the Tennessee Comprehensive Education Study, and the State Board of Education Goals to the State Superintendent's Study Council, which was divided into groups corresponding to the five main NCEE recommendations. The subgroups considered recommendations such as a longer school term, a minimum number of minutes for each class, more teacher participation in textbook decisions, requiring a core of courses before the junior year, and more testing. The recommendations are being reviewed by the entire Study Council and will also be reviewed by principals and supervisors in Tennessee schools.

GRADUATION REQUIREMENTS: The State Board has approved increased high school graduation requirements, starting with the freshman class of 1983-84, to 20 total units and 2 years each in mathematics and science, up from 18 total and 1 each in science and mathematics.

STUDENT TESTING: The State Board of Education requires high school students to pass the Tennessee Proficiency Test to receive a regular high school diploma. In addition, as part of its Basic Skills First program, the department will work with 900 of the State's 1,100 elementary schools to detail learning objectives and to develop a testing program for mathematics and reading. Criterion-referenced basic skills testing is scheduled for the Spring of 1985 for all students in grades 3, 6, and 8; the 8th grade test is contemplated as an admission examination for high school by 1990. A statewide testing advisory committee is meeting this year and is recommending standardized testing in grades 2, 5, and 7.

ACADEMIC ENRICHMENT: Residential summer programs for gifted and talented high school juniors and seniors are being included in the reform legislation. The schools would serve several hundred students in science, mathematics, and the performing arts.

SCHOOL YEAR: The school year will be extended from 175 to 180 days.

TEACHER PREPARATION: The State Board of Education is conducting a validation study for the National Teacher Examination. A cut-off score on the NTE will be established for students who complete teacher education programs, before they receive State certification.

All students wishing to enter teacher training programs after the effective date of the Act must submit a score on the California Achievement Test or the Pre-Professional Skills Test. Beginning with the 1985-86 academic year, a candidate must also achieve a passing score on a standardized test of written composition. All students desiring certification must pass both a core test that measures basic communication skills, general knowledge, and professional knowledge, and a standardized or criterion-referenced test for the desired areas of endorsement. The legislation also calls for an institution to be placed on temporary probation by the State if 30 percent of its students fail the competency test. If the failure rate is 30 percent for 2 consecutive years, State approval will be revoked and can only be regained if 70 percent of those students taking the examination in an academic year achieve a passing score.

PERSONNEL EVALUATION: An interim commission has been established by the Legislature to develop fair evaluation for teachers, principals, assistant principals, and supervisors. By July 1985, a State Certification Commission and three Regional Commissions will assume responsibility for certification and evaluation of educators provided for in the Reform Act.

CAREER TEACHER PROGRAM: The program includes a "career ladder" with five "rungs": a first year probationary teacher rank and four incentive steps from apprentice teacher to Career Level III. Supplements range from $500 to $7,000, depending on the level and the length of the contract. A fast track for currently certified teachers to enter the program at Career Level I has been provided for the 1984-1985 school year.

The new legislation includes a requirement that teachers in the career teacher program pass a recertification evaluation every 5 years. Under the new legislation, the State will approve local evaluation plans and teachers will be evaluated at the local level during the probationary, apprentice, and Career Level I years. A State evaluation is added for apprentice year 3 before moving to Career I and in the 5th year of Career I before moving to Career II. State teams will evaluate teachers at the Career II and III levels.

CAREER ADMINISTRATOR PROGRAM: The program includes a "career ladder" with three "rungs" for principals, assistant principals, and supervisors: provisional, Career I, and Career II. Supplements range from $4,000 to $7,000. Attendance at a Principal-Administrator Academy is required.

FUNDING INITIATIVES: A 1-cent sales tax hike and new business taxes will provide more than $1 billion over the next 3 years to fund the reforms.

Verification: Carol Furtwengler, Assistant Commissioner for Research and Planning, State Department of Education, (615) 741-7816.

TEXAS

TASK FORCE: The Texas Select Committee on Public Education, appointed in 1983 by the Governor, has completed the first stage of its work and made recommendations, which include: replacing the 27-member, elected State Board with a nine-member panel appointed by the Governor; establishing a four-rung career ladder for teachers; requiring a single academic course of study for all students in public schools; restricting extracurricular and other activities to after school and requiring that students involved in these activities maintain a passing grade of 70 or higher in all subjects; requiring schools to offer prekindergarten programs for all 4-year-olds; annual testing of all students; adoption of an agency-approved discipline management program by 1986; supporting continuing education for teachers and providing training for teachers changing to fields where shortages exist; and allowing students in grades 1-5 to have the opportunity for advanced placement based on examination. The committee was scheduled to meet in April 1984 to review and refine the recommendations before submitting the final plan to the Governor and Legislature. The committee's final proposals are expected to become the basis of reform proposals in the next legislative session.

CURRICULUM REFORM: Legislation enacted in 1981 established a State basic curriculum that included the identification of essential elements, by grade level, for the 12 subject areas of English language arts, other languages, mathematics, science, health, physical education, fine arts, social studies, economics, business education, vocational education, and Texas and U.S. history. After statewide meetings and hearings, the State Board of Education enacted rules to carry out the law which added computer literacy and began implementation with the 1984-85 school year. The total revision will be fully implemented beginning with the 1985-86 school year.

GRADUATION REQUIREMENTS: The State Board of Education approved new graduation requirements in March 1984 to be effective for the graduating class of 1987. Under the new requirements, all students would need 21 credits to graduate, as follows: 4 units of English; 2½ of social studies; 3 of mathematics; 2 of science; 1½ of physical education; ½ each of health and economics; and 7 electives. Students who want to participate in the advanced high school program would take an additional unit of science, 2 units of foreign language, and 1 unit each of fine arts and computer science, and complete 22 credits.

STUDENT TESTING: Higher expectations for the writing portion of the Texas Assessment Basic Skills Test are now required. The test is administered in grades 3, 5, and 9. Students who do not pass the test in grade 9 must continue to take it every year until they pass or graduate.

TEXTBOOKS/INSTRUCTIONAL MATERIALS: The Select Committee on Public Education has recommended in its first draft that consideration should be given to a 4- to 6-year adoption cycle; that rigorous textbooks and materials of the highest quality should be selected; that administrative procedures should provide for a full and open debate of all sides of all issues brought before the textbook committee; and that once texts are approved, they should be removed only by a majority vote of the Board.

ACADEMIC ENRICHMENT: Under legislation, selected districts are piloting innovative after-school and summer programs to enrich mathematics and science instruction. Pilot programs are being set up to develop workable methods.

INSTRUCTIONAL TIME: The State Board of Education approved rules that specify blocks of time at the elementary level to be spent on priority subjects and essential elements to increase effective use of time. For example, in grades 1-3, no less than 120 minutes per day would be spent on English language arts and no less than 60 on mathematics. In addition, the State is providing districts with recommendations concerning the more efficient and effective use of personnel within the school day.

LONGER SCHOOL YEAR: The Select Committee on Public Education recommended extending the school year by 2 weeks. Year-round classes are being pilot tested.

TEACHER CERTIFICATION: Demonstration of adequate mastery of the basic reading, writing, and mathematics skills will be required of students wishing to enter an approved Texas teacher education program beginning in May 1984.

Legislation also calls for a second test in proficiency in the appropriate subject areas, prior to certification, beginning in May 1986. Such tests will be based on the essential elements that will be required to be taught in all public schools. The State Board of Education adopted rules establishing three classes of certificates, two of which are renewable and are prerequisite to professional certification, which is permanent.

The State Board of Education is currently considering revised standards for approval of institutions of higher education to offer programs for certification of teachers.

SALARY INCREASE: Teacher pay increases are being studied by the State Board and have been recommended by the Select Committee on Public Education.

MASTER TEACHER/CAREER LADDERS: The State Board of Education and the Select Committee on Public Education are studying the master teacher/career ladder issue.

PROFESSIONAL DEVELOPMENT OF TEACHERS/ ADMINISTRATORS: The Texas Education Agency is currently sponsoring two pilot programs to improve teacher and administrator skills. The Pilot Program for Improving Management Skills is aimed at principals to develop their skills in time management, management of instruction, and evaluation and counseling of teachers.

Verification: Tom Anderson, Deputy Commissioner for Planning, Research, and Curriculum, (512) 475-4324.

UTAH

The State Board of Education has advised the Governor of issues facing education. It reviewed the NCEE report and its implications for current Utah initiatives. The State Board examined time in the classroom, the nature of the curriculum, and improvement of teaching careers. A final report was made in October 1983.

The Utah School Boards Association, local PTA chapters, the State teachers' association, and the Governor have appointed committees to study change in education. The State Board of Education and the Governor will coordinate studies into a master set of recommendations for the Legislature.

(1) The Governor has appointed a Steering Committee on Excellence in Education to advise him on issues facing public education. The Committee will review the report *Action for Excellence*, and discuss its implications for current State initiatives. The Committee commissioned a poll of Utah citizens on the issues before it. The Committee is expected to focus on three major issues: the teaching profession, technology in education, and funding for education. A final report of recommendations and the public's reaction to them will be sent to the Governor in November 1984.

(2) The Utah Board of Regents and the State Board of Education have jointly organized and appointed a Committee for the Improvement of Teacher Education, which made recommendations in January 1984 on professional preparation programs, including programs in science and mathematics. Similar committees are studying curriculum and vocational education needs.

GRADUATION REQUIREMENTS: In January 1984, the State Board of Education approved graduation requirements of 24 credits, effective for the 1988 graduating class. Required are 3 units each of language arts and social studies; 2 each of mathematics, science, and physical education; 1½ of arts; 1 of vocational education; and ½ of computer science. For students enrolled in the college entry cluster, an additional unit each of mathematics, science, and language arts, and 2 units of foreign language are required. For students in the high interest cluster, 9 units in selected electives are required. Students in the technology, vocational, job entry cluster need an additional ½ unit of computer science, and where appropriate, 4 units of technical courses, 5 units of vocational courses, and 5 units of job entry courses.

LONGER SCHOOL DAY: A study is underway in the Weber and Washington school districts to test the effect of increased class size, a longer school day, and increased pay for teachers based upon student performance.

TEACHER PREPARATION: The Utah Career Teaching Scholarship Program has been approved by the State Legislature to recruit and train superior students in the Utah schools. The scholarships may only be awarded to students who declare an intent to teach in Utah schools and who are about to enter or have already entered an authorized teaching program. A total of 365 scholarships are authorized.

CAREER LADDER: In February 1984, the State Legislature earmarked $15.2 million for a teacher career ladder program, which authorizes districts to develop a compensation and evaluation system that meets the approval of the State Board of Education. In developing the system, districts must seek advice and counsel from parents, teachers, and school administrators who represent schools throughout the district. The district may use the funds to extend teacher contracts a few days for preparation, inservice training, and extra tasks such as special teaching assignments in summer school, remedial, handicapped, vocational, gifted and talented, and adult education programs. The legislation also requires districts to develop a procedure to evaluate teachers for placement and advancement on the career ladder.

Verification: Richard Kendell, Associate Superintendent for Planning and External Affairs, State Board of Education, (801) 533-6846.

VERMONT

The State Department of Education has conducted an open public discussion, and the Governor has sent materials to State media on the significance of national studies, including the NCEE report, to education in the State. The Governor has endorsed increased funding for education and initiated an early childhood initiative, which was endorsed by the State Board of Education.

The Governor also has established a "Yardsticks for Excellence" program to make achievement tests the basis for monitoring school performance. In addition, the NCEE report was distributed to the Board of Trustees of the Vermont State College system at its 1983 planning retreat, where the report was the focus of discussion.

TASK FORCE: The Lieutenant Governor is chairing two Vermont Seminars on Education, composed of leaders from business, industry, education, and government. One Seminar has studied teacher preparation, certification, and recruitment and curriculum instructional improvements in science and mathematics. The final task force reports were due in April 1984. Another Seminar is concerned with education and economic development and has named several task forces, to report next fall.

CURRICULUM REFORM: The State has developed and is implementing a set of student performance requirements that cover all curriculum areas, listing specific learning outcomes required in each area. For example, in English the student would be required to be able to analyze a piece of literature and to be able to write using word-processing equipment.

GRADUATION REQUIREMENTS: Action in March 1984 established new statewide graduation requirements as follows: 4 years of English, 3 each of social studies, science, and mathematics, 1½ of physical education, and 1 of arts.

STUDENT TESTING: Vermont administers a competency program which must be passed for high school graduation and for promotion from 8th grade.

SCHOOL ACCREDITATION: The State Board of Education is revising its standards for approving public schools (similar to accreditation). The process began in the fall of 1982, with several forums on the issue in 1983 and 1984. The standards were adopted in March 1984.

ACADEMIC ENRICHMENT: In the summer of 1983, the State initiated two Governor's institutes in the arts and sciences to provide exemplary summer programs for promising students. Two more institutes—on the arts and on international affairs—will be held in the summer of 1984.

ACADEMIC RECOGNITION: Outstanding programs in vocational education and physical fitness are recognized through statewide, annual awards programs.

SCHOOL DAY AND YEAR: The Commissioner's office is examining the issue of lengthening the school day and year. The State Board of Education has recommended lengthening the school year by 5 days; a bill to lengthen the school year by 5 days has been introduced into the Legislature.

TEACHER CERTIFICATION: The State Department of Education adopted new certification requirements in 1982 and increased the requirements for recertification to increase subject matter requirements and to provide for the certification of people outside the teaching profession in an area of need.

MASTER TEACHER/PERFORMANCE-BASED PAY: The Vermont Seminar on Education's Committee on Enhanced Rewards is studying the reward structure for public school personnel. The Committee will make recommendations to "enhance the quality of professionals . . . in Vermont's public schools."

TEACHER SHORTAGES: The Legislature has enacted a $50,000 forgivable loan program for teacher education candidates in science, mathematics, and computer education, which began in the fall of 1983. In addition, the State Department of Education is establishing a teacher placement service to help districts locate teachers to fill vacancies.

PROFESSIONAL DEVELOPMENT FOR TEACHERS/ ADMINISTRATORS: The State Board of Education established an Inservice Institute for Professional Development, effective in September 1983, to provide more effective continuing training for teachers and administrators already in the field. The Board is focusing on ways to maximize teacher input in decisions about teachers' classroom needs.

ADULT LITERACY: By linking the adult basic education programs with adult vocational education offerings, the State Department of Education is attempting to improve adult literacy in reading and writing and the skills needed to become employable.

ADULT EDUCATION: Working with local school systems, the Department of Education has developed a program to provide high school diplomas to adults who pass assessment tests as a result of their experience beyond school.

PARENT INVOLVEMENT: A Governor's Conference on the Role of Parents in Education was held in November 1983, to promote parent involvement in the education of their children and to share successful strategies for school-parent cooperation.

FUNDING INITIATIVES: The State is proposing a ½-cent increase in sales tax to raise state aid from 28 percent of school expenditures to 34 percent.

Verification: Joyce Wolkomir, Director of Public Relations, State Department of Education, (802) 828-3135.

VIRGINIA

TASK FORCES: The Governor's Commission on Virginia's Future has organized five task forces, including one in education that will study student achievement and performance, instructional quality, organization, governance, and funding. Its report is due to the Governor by December 1984. The Governor's Science and Technology Task Force is examining issues related to the State's economic growth and how an educational system providing excellent science and mathematics programs can attract future-oriented industries.

CURRICULUM REFORM: A Standards of Learning Program has established detailed and sequential learning objectives for all K-12 students in eight subjects: English, mathematics, science, social studies, health, physical education, fine arts, and foreign language. The program provides for continuing evaluation of student progress and needs.

GRADUATION REQUIREMENTS: High school graduation requirements have been increased effective in 1984-85 from 18 to 20 total credits, including 2 each in mathematics and science, up from 1 each, and requiring an additional unit in either science or mathematics. An optional advanced studies diploma will require 3 units each in mathematics, science, and a single foreign language (or 2 in two languages). These courses must be elected from an approved list established by the State Board. The requirements were adopted in July 1983.

COLLEGE ADMISSION: Since high school graduation requirements have been strengthened, many State colleges and universities are reviewing their admission requirements.

STUDENT TESTING: The State is field-testing criterion-referenced tests keyed to K-12 Standards of Learning in language arts and mathematics during the 1983-84 school year, in addition to the administration of standardized tests in grades 4, 8, and 11, and minimal competency tests required for high school graduation.

TEXTBOOK QUALITY: The State has strengthened procedures for adopting textbooks, establishing more specific standards and requiring more substantiating information from publishers, strengthening the credentials of evaluators, and developing material in thin markets. The State has also established a center for evaluating courseware and hardware for computer-based education.

SPECIALIZED SCHOOLS: A Governor's School for the Gifted operated in the summer has been very popular, and there are proposals for more. The Governor established a model secondary school, the Governor's School for Educational Innovation and Technology, to serve as a testbed for master teacher programs, pay-for-performance plans, and the use of technology in education. The school is funded by the State at $5 million, and accepts teachers from throughout the State on training fellowships.

ACADEMIC ENRICHMENT: In addition to the Standards of Learning Program to develop curricular standards in eight subject areas, the State has developed a computer literacy curriculum to accompany new accreditation standards in this area.

ACADEMIC RECOGNITION: In the fall of 1984, Virginia will award $3,000 scholarships to 50 outstanding students planning to attend public or private colleges in the State. Forty-five of the scholarships will go to students nominated by the principals of their high schools, based on class work or status as a finalist or semifinalist in national scholarship programs. The other five awards will go to outstanding students transferring from 2-year to 4-year schools in the State. Also, students who maintain B averages will receive a Governor's Seal on their advanced studies diploma or a Board of Education Seal on their regular diploma.

INSTRUCTIONAL TIME: New accreditation standards require all students to attend school a full day, which must be allocated to instruction without intrusions by extracurricular activities.

EXTRACURRICULAR ACTIVITIES POLICIES: New accreditation standards require approval by the local superintendent and school board of specific eligibility requirements for participation in extracurricular activities.

TEACHER PREPARATION: The State Board of Education has required that admission requirements for teacher preparation programs must equal or exceed those for other college and university programs. Some programs have stiffened requirements to ensure more intensive training in subject matter for new teachers. Beginning and incoming teachers are required to take the National Teacher Examination, though no proficiency level has been set yet.

TEACHER CERTIFICATION: Beginning teachers are required to demonstrate satisfactory performance for two years before receiving a regular certificate. Special evaluation teams monitor performance in an intensive professional support program for beginning teachers.

TEACHER SALARIES: A State aid program has provided funds to local school districts to raise teacher salaries across the board by 9.7 percent this year and 10 percent each year over the next 2 years.

PERFORMANCE-BASED PAY: The Governor has proposed a 1984-86 "Pay-for-Performance" pilot program through which grants would be made to local districts to test various approaches to merit pay.

MASTER TEACHERS: The State Board of Education has approved a three-level master teacher program that would provide for $5,000 increments from beginning to senior teachers and an $8,000 increment for master teachers over the base level. About 15 percent of the State's teachers could qualify as senior teachers, about 10 percent as master teachers. The proposal must be approved and funded by the State Legislature and implemented through specific plans by local school districts.

TEACHER SHORTAGES: A training institute has been established to help teachers add mathematics and science to their certifications and to attract teachers to these fields. The Department of Education also has proposed a $1.2 million loan forgiveness program in its 1984-86 biennial budget. Forgivable loans would be offered to teacher candidates in mathematics and science.

PROFESSIONAL DEVELOPMENT OF TEACHERS/ ADMINISTRATORS: A State-funded staff development plan calls for improving management skills of school administrators as well as inservice training for teachers.

Verification: Barry Morris, Office of Planning and Evaluation, State Department of Education, (804) 225-2029.

WASHINGTON

The State Superintendent announced in September 1983 "SPARK for Excellence," a project which outlines current and future activities addressing issues of Standards, Partnerships, Access and Equity, Resources, and Knowledge. This includes proposals for a statewide 8th grade test in basic skills, mandatory preschool handicapped programs, pilot programs with extended school days and years, an academy for administrator inservice training, and special certification of experts in areas with teacher shortages.

TASK FORCES

(1) The Superintendent named a Task Force on Teacher Supply and Demand which made recommendations on salary levels, teacher preparation, incentive pay, and mentor teacher programs. The Superintendent will present proposals to the 1985 legislative session.

(2) The Superintendent has also appointed an interdisciplinary statewide task force on program guidelines to develop competencies in education, starting with mathematics in 1983-84; science, English, and computer literacy are tentatively scheduled for competency development in 1984-85.

(3) The Statewide Committee on Educational Quality, an ad hoc group representing community colleges, 4-year universities, the Washington Association of Secondary School Principals, and the State Superintendent, is preparing competency statements for students entering Washington postsecondary institutions in 1984 and beyond.

(4) A Task Force on Student Transcripts and Credits is working on standardization of high school transcripts.

(5) The statewide Temporary Committee on Education Policies, Structure and Management, which was established by 1982 legislation, issued 47 recommendations for public comment and made initial recommendations to the Legislature in January 1984. Additional recommendations will be made in December 1984. The Committee recommended that high school graduation and college admission requirements be established by statute. It called for college admission requirements of 4 years of English, 3 each of social studies and mathematics, and 2 each of science (including laboratory science), foreign language, and music/arts.

(6) The Legislature and the Governor appointed citizens to the Coordinating Board on Technology Education to oversee implementation of the High Technology Act, which provides funding for K-12 and postsecondary programs in technology education and training.

(7) An Advisory Committee on High Technology and Training and Advancement was named in 1982 to make recommendations about the ways education can promote technology and improve technology education.

CURRICULUM REFORM: The Legislature approved a measure providing for the State Department of Education to prepare a model curriculum for 3 core subjects each year. Also approved were minigrant programs for use of education research by small local districts and schools and for dropout prevention activities.

GRADUATION REQUIREMENTS: High school graduation requirements were increased by the State Board of Education in May 1983 to 48 credits (3 credits equal 1 year of study). Students beginning 9th grade in 1985-86 must have 2 years of science and 2 of mathematics to graduate. The Governor has recommended that requirements equal to those recommended by NCEE be adopted in science and mathematics (3 years each). The Legislature placed the State Board's requirements into the State statute and provided that the Board may mandate further increases. The State Board is considering a requirement of 60 credits, including a requirement in computer literacy.

COLLEGE ADMISSIONS: Legislation directed the boards of the State colleges and universities to develop common, minimum entrance requirements. Institutions may then add requirements.

STUDENT TESTING: The Legislature approved a bill requiring achievement testing and an interest inventory of all 8th graders and authorized the development of a life skills test, probably for high school students.

ACADEMIC ENRICHMENT: The Legislature has approved a State categorical program for the gifted and talented.

ACADEMIC RECOGNITION: The Legislature approved 2-year tuition and fee waivers for recipients of the Washington scholars program. The Legislature created the Washington Vocational Award program which provides a 1-year tuition and fee waiver for its recipients. Each program will involve three students from each of 49 legislative districts.

TEACHER CERTIFICATION: The legislation proposing a competency test for teachers seeking new certification after June 1987 was not adopted.

TEACHER SALARY INCREASES: Teachers' salaries will increase by 7 percent in 1985.

SPECIAL STUDENT POPULATIONS: The Legislature has approved mandatory preschool programs for eligible handicapped children; children 4 years of age beginning in 1984-85 and 3 years of age and older beginning in 1985-86.

TEACHER SHORTAGES: The Legislature in June 1983 created a 6-year loan forgiveness program for loans of up to $2,500 to undergraduate students and certified teachers who plan to teach mathematics or a science. The Legislature also has provided funds for inservice training of teachers in science, mathematics, and computer education.

PROFESSIONAL DEVELOPMENT OF ADMINISTRATORS: An Academy for Administrators to provide training and technical assistance, proposed in one of the two omnibus bills and in the Department of Public Instruction budget request, was not adopted.

Verification: Judy Hartmann, Administrative Assistant, Governmental Liaison, Department of Public Instruction, (206) 753-6717.

WEST VIRGINIA

The State Board of Education has developed a "Master Plan for Public Education in West Virginia" as a blueprint for long-range educational change. The Master Plan provides a policy and program development framework for curriculum, professional practices, education personnel development, textbook adoption, criterion-referenced testing, State-county school district testing, school effectiveness, county accreditation, and staff evaluation. Task forces and study groups are examining each of these areas and submitting recommendations to the State Board of Education.

TASK FORCES: A statewide verification process is underway concerning the adoption of learning outcomes for a number of program areas in general and vocational education, which are expected to be recommended to the State Board before June 1984, following teacher verification. Other task forces have been appointed in technology, gifted education, specific learning disabilities, evaluation, and incentives for school personnel.

CURRICULUM REFORM: The State Board of Education has adopted a new set of educational goals which includes new emphasis on science, mathematics, and technology. The Board is receiving public comments on a proposed policy that would provide the process for implementing the high-quality standards of the master plan. The Board expects to act on the policy in May 1984. A statewide computer-assisted education network has been established and is operating in 50 vocational centers, with the intent that all schools will be involved within the next 3 years.

GRADUATION REQUIREMENTS: State board policy requires that graduation requirements be reviewed at least once every 5 years. An internal State Department steering committee will present recommendations in May 1984 to an advisory committee appointed by the State Board. The target date for adoption of new requirements is January 1985.

INSTRUCTIONAL TIME: A model for improving schools through the application of school effectiveness research findings is being developed by the Department of Education. Once criteria are established about what makes an effective school, the plan calls for teachers and principals to be trained in the educational activities and strategies under their control that may be changed to improve student learning and the school environment.

ACADEMIC ENRICHMENT: The first Governor's Honor Academy, a 4-week summer camp for students gifted in the humanities, fine arts, mathematics, and science will begin in the summer of 1984 and will involve high school students who have just completed their junior year. Funding for the program is to the Department from the Legislature and through a grant from private industry.

COLLEGE ADMISSIONS: The State Board of Regents has revised its policy on admissions to increase course requirements in specific academic areas.

STUDENT TESTING: Student outcome-referenced testing is underway to measure student attainment of State-adopted learning outcomes. A norm-referenced testing program has been updated.

SCHOOL ACCREDITATION: Under recent legislation, West Virginia is in the first year of accrediting county school districts. Accreditation is being phased in so that each school district will be reaccredited on a 4-year cycle. By the end of the 1983-84 school year, the first 14 counties will have had on-site reviews and recognition status conferred.

EXTRACURRICULAR ACTIVITIES POLICIES: In January 1984, West Virginia became the first State in the country to require students to maintain a C average to participate in athletics and other extracurricular activities.

TEACHER PREPARATION: Under a new policy, students in approved college teacher preparation programs have to pass a basic skills proficiency test, a content area test, and a professional education performance assessment, effective in 1985.

TEACHER SALARY INCREASES: The Legislature has increased the average salary of teachers by $2,000, including basic State aid pay and $40 increments for each year of experience. Also approved was an appropriation to help bring about salary equity among districts, with a limit for districts with higher salaries. With continued appropriations for equity over the next 2 years, full equity, (a 5 percent variation among districts) would be achieved.

PERFORMANCE-BASED PAY: The State Board's Committee on Evaluation and Incentives will make its recommendations in June 1984.

PROFESSIONAL DEVELOPMENT OF TEACHERS: The State's continuing education program for teachers, administrators, and support personnel is based on a school improvement and program environment process which generates job-related programs.

PROFESSIONAL DEVELOPMENT OF ADMINISTRATORS: Establishment of an academy for training principals is under way. The training program is being designed to upgrade administrators' knowledge and skills to provide leadership for more effective schools.

FUNDING INITIATIVES: One constitutional amendment on the November 1984 ballot will address both school bonds and tax levies. It includes a pay-as-you-go plan with a 1-cent increase in sales tax, with a specified, major portion of funds earmarked for equalizing school buildings among counties, and a 100 percent statewide levy for instructional materials. The amendment includes funding for statewide noneducational programs as well.

Verification: Elnora Pepper, Director of Public Relations, State Department of Education, (304) 348-3667.

WISCONSIN

TASK FORCES: The Task Force on Teaching and Teacher Education, appointed by the Superintendent of Public Instruction in November 1982, made its recommendations in January 1984. They include: (1) increased salaries for "professional teachers" (second stage of a career ladder) to competitive levels with a $20,000 minimum; (2) a statewide program of merit pay and career ladders; (3) a statewide induction program for first year teachers including both developmental assistance and assessment of teaching performance; (4) a basic skills test approved by the State Superintendent for admission to teacher preparation programs and State-administered tests of teaching subject area and pedagogy for licensure; (5) the development of State performance assessment criteria and procedures for all educational professionals (the criteria and procedures are to be used by school districts to certify performance competence for relicensure); and (6) the development of pilot projects modeling the teacher training, career ladder, and awards for teachers aspects of the task force's *Final Report*. The Teaching and Teacher Education Incentives Program is being assisted by a grant from the U.S. Department of Education, Secretary's Discretionary Fund.

The Governor has appointed a School Finance Study Commission to report in time for the preparation of the 1985-87 biennial budget.

CURRICULUM REFORM: The Department of Public Instruction has received approval from the Legislature to develop well-articulated K-12 curricula in 11 major subject areas. The Department is also developing curricula in 6 vocational areas in addition to the 11 academic curricular areas. The Department has completed development of a state curriculum guide for computers and education.

GRADUATION REQUIREMENTS: The Legislature has just enacted the first State mandatory graduation requirements. The requirements include: 4 years of English, 3 years of social studies, 2 years each of science and mathematics, 1½ years of physical education, ½ year of health, and ½ year of computer science, effective for graduates in June 1989. The legislation also provides for students to be fully enrolled through 4 years of high school.

COLLEGE ADMISSIONS: The Department and the university system have suggested, but not mandated, the following curriculum for college-bound students: 4 years of English, 3 each in science, mathematics, and social studies, and 2 in foreign languages. The President of the system has asked the chancellor of each campus to develop entrance requirements for their campus in light of the recommendations. In addition, the Department plans to develop joint recommendations with 2-year vocational-technical schools concerning the preparation of students who wish to enroll in such institutions, as well as recommendations for entry to the world of work. These recommendations are mailed annually to all schools and parents of 8th graders.

STUDENT TESTING: Beginning in 1982, the State has had a testing program with voluntary local district participation. This year, 125 of the 430 districts are participating in the tests on reading, mathematics, and language arts in grades 3, 7, and 10.

For 1985-86, the Department is establishing a State computer-based itembank to assist the testing program. The Department has in place a statewide assessment (testing) program in several subject areas.

TEXTBOOKS/INSTRUCTIONAL MATERIALS: The Legislature considered the investment of $2 million to develop and provide computer software for instructional use. Under the proposal, software repositories would be established around the State to serve local districts with complex or expensive materials. A State center would provide for highly sophisticated work. In the first year, 3,000 teachers would be trained in the basic use of computers, with a long-range target of training 40,000 teachers statewide. This was deferred until the biennial budget in 1985.

SCHOOL IMPROVEMENT: The Department is planning a bureau for school improvement to assist local school districts in school effectiveness programs and to implement reforms.

ACADEMIC ENRICHMENT: Business World, Science World, and Arts World are summer programs sponsored by the Department of Public Instruction and Wisconsin professional organizations which provide opportunity for intensive study to selected students and teachers.

ACADEMIC RECOGNITION: The State Superintendent created a foundation for educational excellence to recognize four teachers-of-the-year and three principals-of-the-year with $1,000 awards donated by a paper company in Green Bay.

LONGER SCHOOL DAY: The Department is studying findings of a study of the length of the school day and year in local districts. The study found wide variations in the amount of time students went to school—up to 1.8 years between the five districts in which students spent the longest time going to school and five districts in which students spent the least time in school. The Department is currently studying how time in school is utilized by school districts and ways to use a higher proportion for teacher-student contact.

TEACHER CERTIFICATION: The Department of Public Instruction is beginning the rule-making process to establish State review and approval of standards for entrance and graduation from teacher preparation programs.

TEACHER SHORTAGES: To meet teacher shortages and improve teaching, the Superintendent has proposed legislation to provide grants to elementary science and mathematics teachers who return to school for further training; grants for other secondary teachers who retrain in mathematics and science education; 24 master teacher positions to staff university science and mathematics teaching centers; and 50 grants to vocational education teachers to improve their skills in science and mathematics.

POSTSECONDARY INITIATIVES: A joint Department of Public Instruction/University of Wisconsin System Council on Minority Student Affairs is looking at minority students' preparation for, recruitment to, and retention in the State's university system. In addition, the State Superintendent initiated a joint effort between the K-12 schools and the University of Wisconsin System colleges and universities to improve both postsecondary teacher training and elementary and secondary schools. A statewide planning conference has been held and 12 regional conferences will be held to facilitate these goals. The planning process is facilitated by CCSSO-Mellon grants. The State Superintendent and University President will announce their joint goals shortly.

ADMINISTRATOR ASSESSMENT: The Department, in cooperation with the National Association for Secondary School Principals and the State principals' association, is conducting administrative assessment centers to identify local school staff with good potential for assistant principal and principal positions. Teachers with administrative certification and assistant principals are eligible for assessment.

EDUCATION FOR WORK: The Department of Public Instruction and a major manufacturing company have designed a multi-year project to make elementary and secondary education and vocational training more relevant for youth entering the world of work. The project is the first State level business and education partnership in Wisconsin that seeks to define the role of schools and vocational education to meet the needs facing business, the labor force, and the economy in the years ahead. Policy recommendations for secondary education and occupational business training programs will be introduced into the legislature this fall.

Verification: B. Dean Bowles, Deputy State Superintendent of Public Instruction, Department of Public Instruction, (608) 266-1771.

WYOMING

TASK FORCE: A Task Force on School Improvement was formed in February 1983 to make recommendations on comprehensive curriculum development and the improvement of classroom instruction. Its report is due in May 1984. This task force is one of 12 that are looking at issues relevant to State and local educational programs. Areas being explored by these task forces include: (1) a study of school accreditation and standards to explore ways current requirements for district planning can be strengthened through increased State assistance; (2) a review of current teacher certification procedures that may result in recommendations for a State program approval process to replace the current, credential review approach; (3) development of a comprehensive State plan for inservice training and staff development; and (4) an examination of computer technology both for its application to instructional programs and for the identification of staff development needs to improve teachers' skills in using technology.

A Blue Ribbon Committee on the Quality of Education has completed its regional meetings, where issues were discussed and suggestions and recommendations accumulated. About 700 people attended the meetings. A final report is due in September 1984, but it may be presented to the State Superintendent by June.

GRADUATION REQUIREMENTS: The State Department of Education surveyed school districts to determine graduation requirements and is cooperating with a study through the University of Wyoming and the State North Central Association Commission on Schools to update current requirements.

COLLEGE ADMISSIONS: All entering freshmen must take a test to demonstrate competency in English and mathematics. If they fail, students are not allowed to take credit courses in those subjects and must take remedial courses. In addition, the University of Wyoming has launched a statewide campaign to inform students in grades 7-12 and their parents of courses students should take to improve their chances of success in college. The university has prepared a detailed listing of courses students should take to increase their success in their chosen fields of study.

ACADEMIC ENRICHMENT: In 1983, a grant program provided seed money to local districts to identify gifted and talented students and to plan for a way to provide enrichment programs for those students.

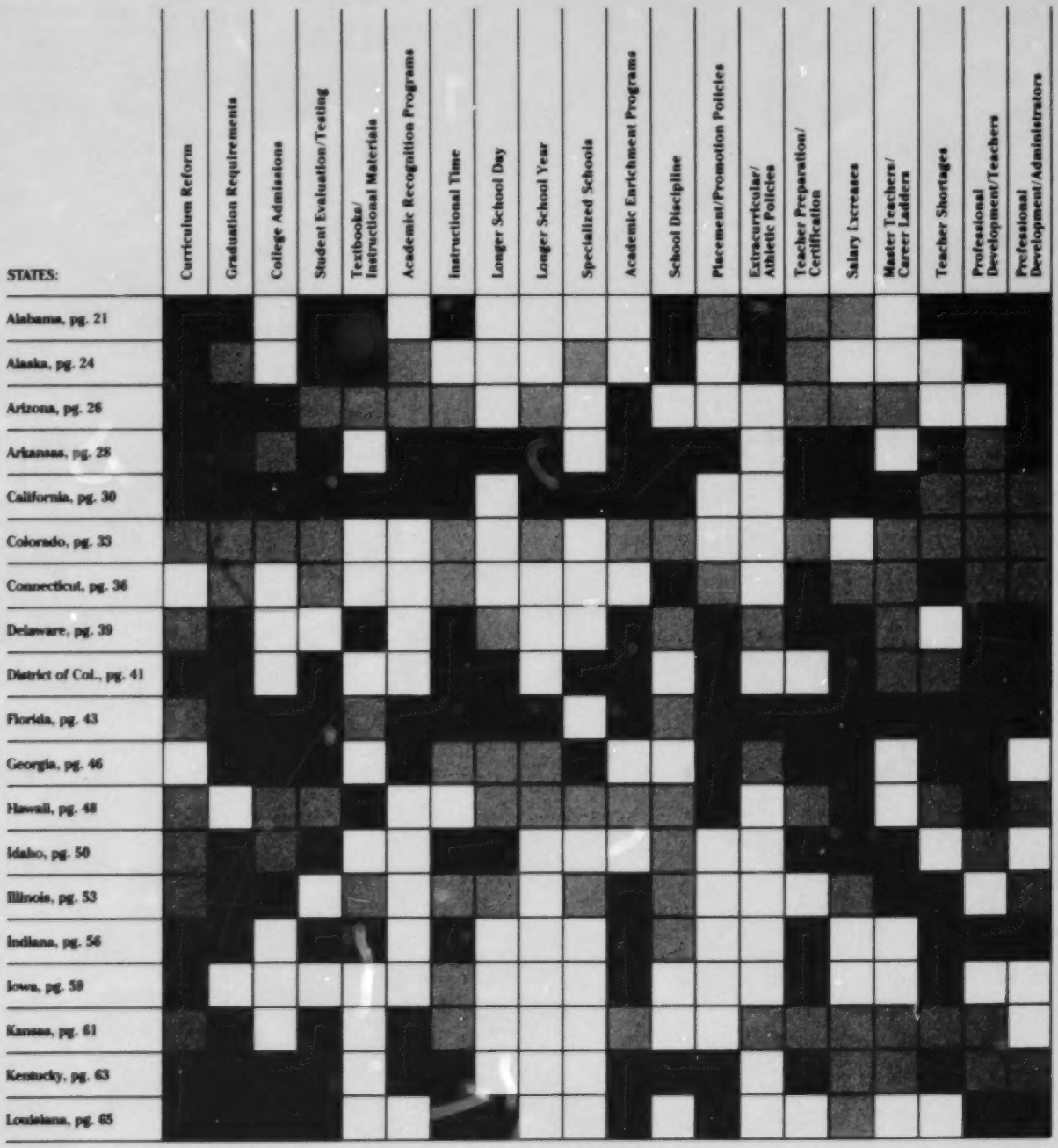
SCHOOL TIME: The Superintendent of Public Instruction has asked the Legislature to allocate funds to cover 5 additional days in the school calendar to be used for staff development at the option of local districts. The Superintendent also has requested legislative permission for the State Board of Education to approve flexible scheduling plans submitted by school districts to allow schools to experiment widely for more effective use of instructional time. Both requests were denied by the Legislature, which adjourned in March 1984.

TEACHER SHORTAGES: Effective in July 1983, scholarships of $250 are being awarded to secondary school teachers to prepare themselves to teach science, mathematics, foreign languages, computer science, and telecommunications.

PUBLIC SUPPORT: The Superintendent is working with school districts to review public perceptions of the schools as part of an effort to determine how best to proceed with planning and reform efforts.

Verification: Audrey Cotherman, Deputy State Superintendent, State Department of Education, (307) 777-6202.

RECENT INITIATIVES REPORTED BY STATES AND THE DISTRICT OF COLUMBIA



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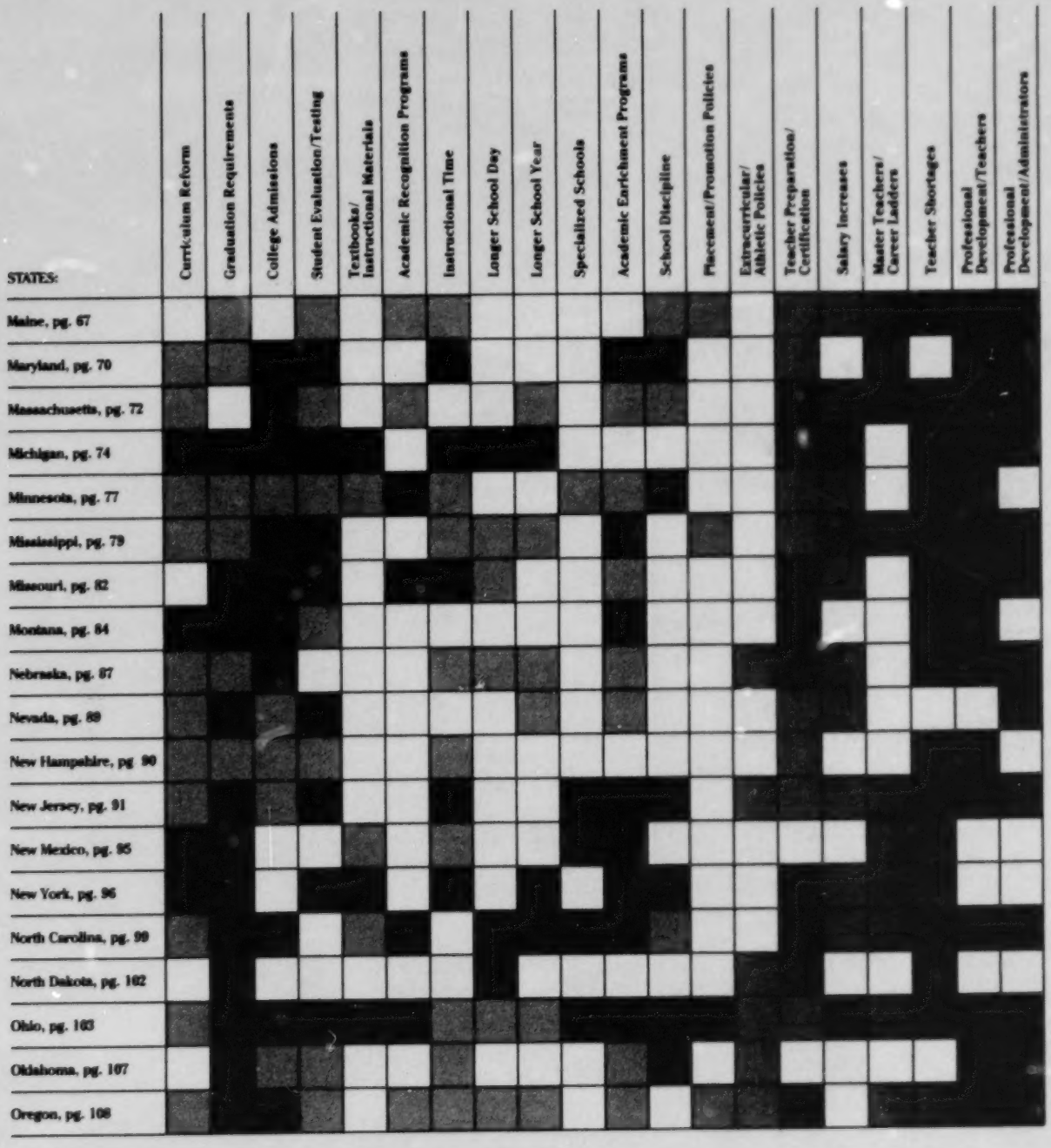

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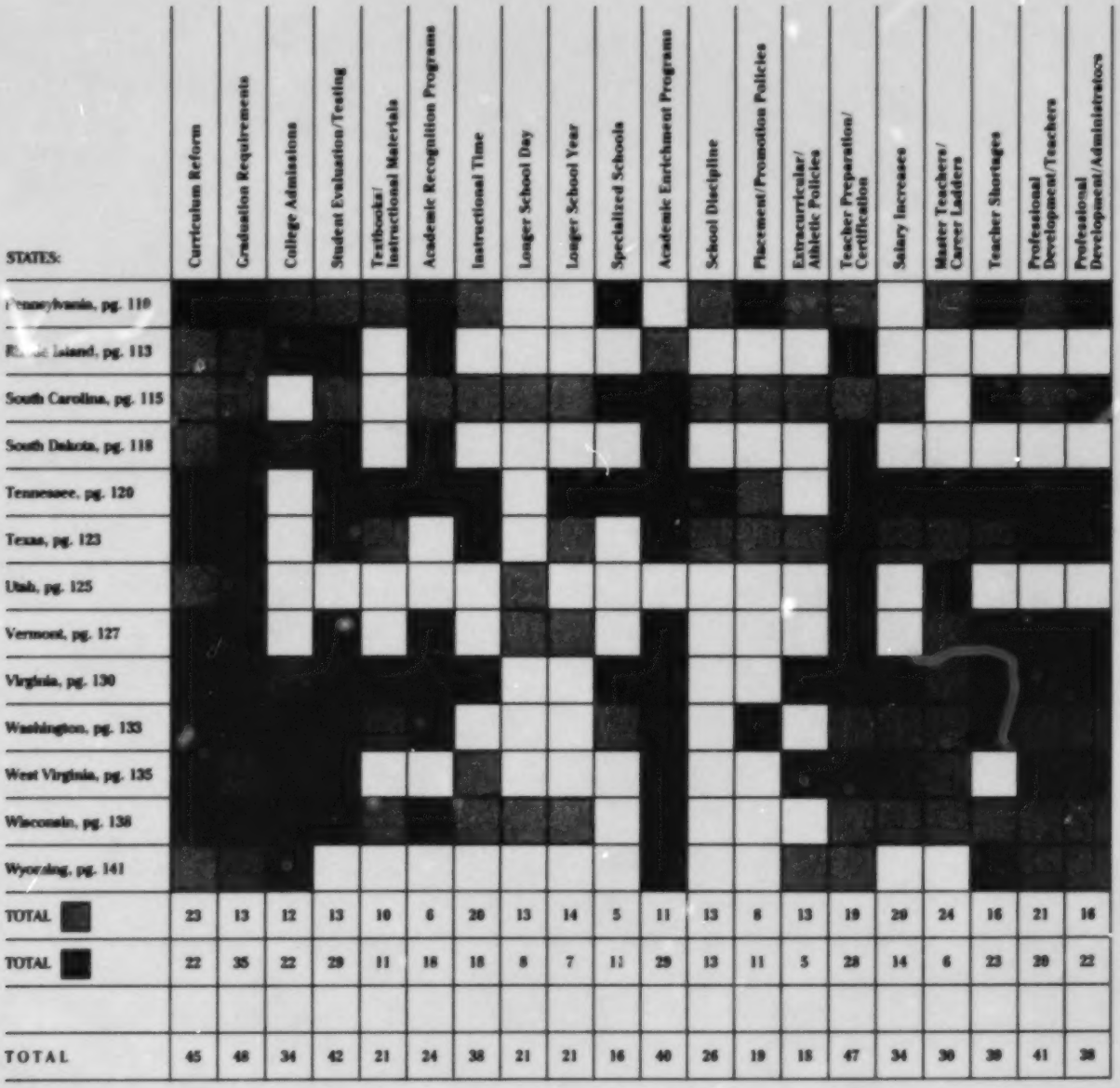

STATES:	Curriculum Reform	Graduation Requirements	College Admissions	Student Evaluation/Testing	Textbooks/ Instructional Materials	Academic Recognition Programs	Instructional Time	Longer School Day	Longer School Year	Specialized Schools	Academic Enrichment Programs	School Discipline	Placement/Promotion Policies	Extracurricular/ Athletic Policies	Teacher Preparation/ Certification	Salary Increases	Master Teachers/ Career Ladders	Teacher Shortages	Professional Development/Teachers	Professional Development/Administrators
Pennsylvania, pg. 110																				
Rhode Island, pg. 113																				
South Carolina, pg. 115																				
South Dakota, pg. 118																				
Tennessee, pg. 120																				
Texas, pg. 123																				
Utah, pg. 125																				
Vermont, pg. 127																				
Virginia, pg. 130																				
Washington, pg. 133																				
West Virginia, pg. 135																				
Wisconsin, pg. 138																				
Wyoming, pg. 141																				
TOTAL ■	23	13	12	13	10	6	20	13	14	5	11	13	8	13	19	20	24	16	21	16
TOTAL ■	22	35	22	29	11	18	18	8	7	11	29	13	11	5	28	14	6	23	20	22
TOTAL	45	48	34	42	21	24	38	21	21	16	40	26	19	18	47	34	30	39	41	38

■ Under Consideration or Proposed

■ Enacted or Approved

SAMPLE ACTIVITIES

LOCAL SCHOOLS AND SCHOOL DISTRICTS

Schools and school districts across the country are involved in an intense period of reexamination and reform. Much of this was already underway prior to 1983, but the issuance of the reports stimulated additional reforms over the past year. Many of these efforts reflect vigorous leadership by school administrators and educational policy makers in working with parents, business, and citizens' groups to build support for reforms.

What follow are examples of local initiatives that illustrate the range of this reform activity. Some of these measures were prompted directly by the national reports; others were local programs planned and initiated within the spirit of reexamination and reform that motivated the national reviews. Other examples of local efforts are described in the sections of this report on cooperative programs with the private sector and postsecondary education. In every area, many other local examples might be cited that illustrate the initiative shown by local educators, their boards, and their communities. Programs to recognize outstanding public and private schools and efforts of many professional organizations will bring more and more of these noteworthy examples to the public's attention.

LOCAL EFFORTS TO IMPROVE THE CONTENT OF SCHOOLING

Each of the national reports addressed the level of challenge that coursework now presents to students and called for more substantive coursework in the typical student's program. The concern stemmed from a perceived trend away from rigorous academic coursework and toward general and personal-service courses.

Reforms in this area range from higher requirements across the board for graduation from high school to specific efforts to enrich programs in mathematics or science. They include systemwide programs to raise the quality of instruction in basic skills or in all subjects.

BENTON HARBOR, MICHIGAN: The Principal of Johnson Elementary School reports that test scores, which were very low in the past, have been raised because of emphasis on basic skills and because expectations for student performance have been made clear to students and parents. During the past 2 years, the school has been gradually developing descriptions of minimal test skills for each grade level. Teachers teach to those skills and test scores have risen as a result.

Source: Janet Crump, Principal, (616) 944-5861.

BOSTON, MASSACHUSETTS: On June 26, 1983, the Education Planning Group, composed of representatives from the schools, parents, the business community, higher education, and the general community, released a report outlining recommendations to improve education. Since then, a high school for international language and studies has been established. Under study is a master teacher program and the establishment of middle and high schools specifically designed to prepare students in mathematics and science. Other recommendations included efforts to improve and expand education in mathematics, science, computers, foreign languages, and the arts.

Source: Marsha Soden, Administrative Assistant to the Superintendent, (617) 726-6277.

EMPORIA, KANSAS: School improvement efforts in Emporia include an emphasis on reading. Prior to recent curriculum revisions, average students did not receive specialized training in reading after 6th grade. Now reading laboratories provide additional training at the middle school and high school levels. Seventh graders and sophomores must enroll in reading programs to improve reading speed, comprehension, and vocabulary. Emporia has also added computer education to its curriculum, with all 6th graders enrolled in computer classes in 1982-83. A summer course in computers was offered to elementary students in the summer of 1983. Emporia has also stiffened its graduation requirements. Starting with the class of 1983, 22 units will be required for graduation, of which 13½ must be in designated subjects.

Source: Harold R. Hosey, Superintendent of Schools, (316) 342-4382.

FAIRFAX COUNTY, VIRGINIA: The Superintendent of Schools proposed in January 1984 that the school system, with the help of local business, create a science and technology high school for the county. The superintendent proposed that the school system work with a coalition of business and industry leaders to secure funding for the school, which he hoped would open in 1985 and serve between 1,100 and 1,500 11th and 12th graders.

Source: William J. Burkholder, District Superintendent, (703) 691-2631.

KANSAS CITY, MISSOURI: The Metropolitan Schools Project is a comprehensive, cooperative effort involving 13 area public school districts, four private schools, and the parochial schools. A number of support services are provided by the University of Missouri-Kansas City (UMKC). Two major projects are: (1) the Mathematics and Physics Institute—UMKC and four area school districts plan to enroll 96 senior high students in Calculus I or II, Finite Math, and Introductory Physics beginning in September 1984. Students will be screened through pretests and teacher/counselor recommendations. They will travel to UMKC for instruction 2 hours a day, 5 days a week, and will be taught by both University and public school faculty. (2) The Kansas City Public School District (KCPSD) Summer Enrichment Program—the University and the KCPSD will provide summer enrichment to a total of 180 junior high school youth in 2-week instructional blocks. Each of the three separate blocks will be composed of 15 hours of instruction and will be repeated four times. Instructional units will focus on energy, mathematics problem-solving, and computer technology in composition. Students will be enrolled on a voluntary basis. Classes will be held at the University and at the Board of Education.

Source: Deanna Martin, Director of Metropolitan Area School Project, (816) 276-1174.

MATTAPOISETT, MASSACHUSETTS: Old Rochester Regional High School has developed a mathematics honors program for students in the elementary grades. The program coordinator identifies outstanding mathematics students in the elementary grades, and develops a rigorous program of instruction for each of them. Classroom work is supplemented by participation on a mathematics team, which competes locally, statewide, and nationwide.

Source: James Pasquill, Assistant Superintendent, (617) 758-3745.

NEW YORK CITY, NEW YORK: New York has initiated a number of curriculum and evaluation efforts in science and mathematics. They include a comprehensive Instructional Mathematics Project, developed through a $2.2 million grant from the State; the recent how-to publication, *Establishing a Science-Mathematics Research Program in the High School*; *Human Biology*, a new curriculum for college-bound, 10th grade students; and two new curriculum guides in computer literacy. In addition, Project S.I.R. (Science is Reading), now in five community school districts, is the largest and most ambitious study exploring the connection between science and reading achievement.

Source: Charlotte Frank, Executive Director, Division of Curriculum and Instruction, (212) 596-8026.

PORT HURON, MICHIGAN: The district has created an Academic Scholars Diploma. Students who complete specified courses will receive a special seal and ribbon on the regular district diploma indicating superior performance. Requirements for the regular diploma are 3 years each of English and social studies, 2 of mathematics, and 1 each of science and physical education. Requirements for the Academic Scholars Diploma are 4 years each of English and social studies, 3 each of science and mathematics, 2 each of foreign language and fine arts, and 1 of physical education.

Source: Larry J. Moeller, Superintendent, (313) 984-3101.

VIRGINIA BEACH, VIRGINIA: The district is implementing 138 changes in the school system based on a plan adopted by the School Board in February 1981. About 20 percent of the changes have been implemented. Graduation requirements were increased from 19 to 22 units. Students receiving a regular diploma must complete 4 years of English, 3 of social studies, 2 each of mathematics, science, health, and physical education, and ½ year each of fine arts and practical arts. College-bound students must complete 4 years of English, 3 each of mathematics, science, social studies, and foreign language, 2 each of health and physical education, and ½ year each of fine arts and practical arts.

The district is studying the use of high schools as centers for advanced courses; for example, one high school would be designated to teach calculus, while another would teach advanced science courses. A Distinguished Scholars Program is under consideration which would allow students to work with adults in the community who would serve as mentors. Public hearings were held on district programs, and a citizens' advisory group was established to review the plan before it was implemented.

Source: Joseph Lowenthal, Public Information Officer, (804) 426-4641.

WINNEBAGO, MINNESOTA: On May 9, 1983, the School Board of the Community Schools made the following changes in response to the Commission's report: (1) increased graduation requirements in mathematics and science to 2 credits each; (2) implemented a second diploma (College Prep or Academic Diploma) for those completing 4 English, 4 social studies, 3 science, 3 mathematics, 2 foreign language, and 1 computer science course.

The Board also established a committee to examine the entire K-12 education program, including teachers, principals, parents, the Superintendent, and board of education.

Source: Richard Newkirk, Superintendent, (507) 893-3176.

LOCAL INITIATIVES TO RAISE STANDARDS AND EXPECTATIONS

A second area of concern in the national reports on education was that educational standards had slipped and should be strengthened. Grades, the use of testing results, and requirements for admission to colleges and universities had become less stringent and less important in monitoring the progress of students through the school system. In many local school districts, efforts have been made to strengthen or re-establish standards and expectations for students: requiring a minimum grade-point average for participation in extracurricular activities, using tests to determine placement and promotion from level to level, setting homework policies that require specific, minimum levels of effort from students, and selecting textbooks that present students with more rigorous and challenging material.

CHICAGO, ILLINOIS: In November 1983, the superintendent announced more rigorous academic standards, including tougher mathematics and reading requirements for promotion from elementary school. In addition, credit toward high school graduation would no longer be given for remedial courses. The new standards also included increased high school graduation requirements—from 44 to 48 semester hours. Under the new requirements students would be required to take 2 years of laboratory science, 2 years of foreign language, and 1 semester each of typing and computer science. Currently, students must take 1 year of laboratory science, and there are no requirements in the other areas.

Source: Ruth B. Love, General Superintendent of Schools, (312) 280-3800.

DUVAL COUNTY (JACKSONVILLE), FLORIDA: Duval County students in grades 6-12 participate in numerous competitive events that generate enthusiasm for academic excellence. Regional and statewide competitions in science, mathematics, social studies, and writing lead to cash prizes of up to $1,000 to members of winning teams. Each school has academic coaches who are paid the same as sports coaches. Duval County also sponsors an annual Invitational Academic Tournament in which 18 high school teams from across the Nation competed this year in subject areas ranging from calculus to art history. The final "superbowl" contest was conducted in a packed football stadium and was televised in 41 states.

Source: Herb Sang, Superintendent of Schools, (904) 390-2115.

MILFORD, DELAWARE: The school system is creating its own writing and science curricula for grades 1-8 because of dissatisfaction with published materials. Existing science texts were found to be insufficiently rigorous, full of information gaps, and either sequenced to teach a logical progression of the various steps in the scientific process without a logical sequencing of content, or vice versa. The new science curriculum attempts to logically sequence both scientific process and content. The 1st and 2nd grade curriculum, which involves an entirely hands-on approach to science, is being tested this year.

The writing curriculum is also still in the developmental phase. It too is based on developing sequential levels of writing ability and stresses the need to make good writing habitual. The goal is to have the writing curriculum in grades 1-8 cover the fundamentals of organization, content, mechanics, and style sufficiently so that a more artistic approach to writing can be pursued in high school.

Source: Michael Woodall, Superintendent of Schools, (302) 422-6601.

MILWAUKEE, WISCONSIN: The city's schools 2 years ago adopted a graded system for grades 1-3 which had previously used an ungraded system, and changed the promotion and retention standards for grades 1-8. Students in elementary grades can be retained in the same grade up to two times. Middle school students (7th and 8th grades) can also be retained, but must be promoted by the time they reach age 15½. Beginning with the class of 1987 (this year's 9th graders), the Milwaukee schools have increased the graduation requirements from 18 Carnegie units to 21 units, including an additional unit required in mathematics, science, and physical education, and an additional unit in English, social studies, *or* foreign language. (These requirements may be superceded by new statewide requirements that would set the number of required units at 22.) Milwaukee has also adopted a requirement that high school graduates demonstrate competency in four areas: writing, language skills, reading, and arithmetic. The class of 1985 will be the first class to be required to meet these requirements. Students begin taking the competency tests in 8th grade and are only required to pass each test one time. Special classes are required for high schoolers who have not passed the various competency tests. Finally, the Milwaukee school board voted to raise from 1.5 to 2.0 the grade point average required of students involved in interscholastic extracurricular activities (including athletics, debate teams, and cheerleading). However, public concern has caused the board to consider raising the required grade point gradually over a period of 4 years.

Source: Harold Zirbel, Career and Special Program Planning, (414) 475-8140.

OKLAHOMA CITY, OKLAHOMA: A new homework policy started in 1982-83 requires 30 minutes of homework each night for elementary students and 2 hours for high school students. Parents meet once each month to learn about the schools' program, express their views, and have their questions answered. A computerized instructional management system in reading and mathematics continually assesses student achievement. Students in elementary and middle school who work below grade level are placed in reading and mathematics learning laboratories. Special programs are developed for high school students who learn at a slower pace. Graduation requirements were increased from 38 to 42 half units for students entering high school in the fall of 1983, including 2 years each of mathematics and science, up from 1 year in each subject. Also effective in the fall of 1983, all students who want to participate in extracurricular activities must maintain a C average and have passing grades in three academic subjects.

Source: Betty J. Mason, Assistant Superintendent, (405) 272-5539.

PRINCE GEORGE'S COUNTY, MARYLAND: The Board of Education unanimously directed the Superintendent of Schools to develop a policy that would require students to maintain a 2.0 grade point average to take part in sports or other extracurricular activities. The board is now discussing how and when the policy will take effect and will be hearing public comments on the issue.

Source: Brian J. Porter, Information Officer, (301) 952-4350.

WICHITA, KANSAS: The school district has reestablished annual testing of all students in grades K-8 and in 10th grade using standardized, normed achievement tests. The school system does all the test scoring locally, and results are available within 10 days. Parents receive not only the test results, but a detailed explanation of them. The schools use the test results (along with teacher recommendations) to identify students needing remedial programs and those eligible for gifted programs.

Minimum proficiency is required in reading and mathematics for high school graduation. Students who do not demonstrate this proficiency in the results of the 8th grade Iowa Test of Basic Skills must pass a life skills test in high school.

The Wichita schools this year revised their "Guide for Evaluating and Reporting Pupil Achievement." A rarely consulted 20-page guide was transformed into an attractive, readable brochure which emphasizes district-wide consistency in grading standards. The new guide was distributed to every teacher in the district and has been the subject of numerous meetings of teachers and administrators. A similar brochure describing the grading policy of the Wichita schools will be sent to all parents next school year.

Source: Guy Glidden, Director, Guidance and Pupil Evaluation, (316) 268-7622.

LOCAL INITIATIVES AND EXPERIMENTS ON THE TIME ALLOCATED AND USED FOR INSTRUCTION

A third critical factor in the quality of education is time. The National Commission on Excellence in Education found that American students spend less time in school than do students in other countries, and found that the time allocated and used effectively for instruction varies widely among American teachers and schools. Local initiatives on instructional time have taken three forms. In a few cases, the local district is experimenting with a longer school day or year. In other cases, the district has taken measures to enhance the use of time already available—by reducing disruptions and distractions, optimizing attendance, and training teachers in the efficient management of instruction. Finally, in other instances, students are shown how to use time to best advantage themselves, through effective studying and organization of their academic work.

ARLINGTON COUNTY, VIRGINIA: The Superintendent of Schools proposed lengthening the school day for intermediate and high school students. The high school day would be increased from six to seven 55-minute periods; the intermediate school would go from six 55-minute periods to eight 45-minute periods. In addition, the Superintendent proposed after-school and Saturday classes for enrichment and remedial courses.

Source: Charles E. Nunley, District Superintendent, (703) 588-2541.

DALLAS, TEXAS: To improve attendance, the Board of Education has required that for grades 7-12 five unexcused absences will result in a failing grade for students; in the elementary grades, 10 unexcused absences would result in retention in grade. In addition, students who enter 9th grade scoring below the 30th percentile would not be allowed to take electives, but would be required to double up on mathematics and reading. Additional teachers have been hired to carry out the extra duties necessary under this policy.

The school day for elementary students has been increased by 30 minutes. All high school students must stay in school for the full 7 periods each day, except in cases of hardship.

Dallas has reduced administrative staff by about 600, eliminated considerable paperwork for teachers, reduced excuses from class during regular class hours, and stopped making public address announcements during regular school hours.

Source: Rodney Davis, Director, Information Services, (214) 826-8472.

LIBERTY, MISSOURI: Franklin Elementary School has focused on ways to eliminate wasted time to provide more time for instruction. The school's engagement rate (percentage of time in which students are actually being instructed) has risen from 60 percent 2 years ago to 80 percent this year. To achieve this, the school changed from a quasi-departmentalized structure back to self-contained classrooms (except for music, physical education, art, and specialized instruction). No announcements are made during the course of the day, but are made at the close of school each day. Visitors, including parents, are not allowed to interrupt classes. Less time is allotted for lunch, and the number of recess periods has been cut. Assemblies not directly related to the school curriculum have been eliminated, as have PTA-sponsored entertainment programs. Each teacher is responsible for teaching each subject a given number of minutes per day (depending on the grade level). The school's nearly 300 students in grades 1-6 have a very favorable attitude toward school, according to a recent survey by the school parents.

Source: Barbara Martin, Principal, (816) 781-0140.

MIAMI, FLORIDA: Miami Edison Senior High School has raised test scores by reducing discipline problems, using time more effectively, and stressing high expectations. It has a school population that is 30 percent Creole-speaking Haitians and 14 percent Hispanic, who are learning English as a second language. Miami Edison was one of 50 schools in the county which received a Ford Foundation Grant through the Urban Recognition Program.

Source: Craig Sturgeon, Principal, (305) 751-7337.

POLK AND HALIFAX COUNTIES, NORTH CAROLINA: Two counties in North Carolina are participating with the State Department of Public Instruction in an experiment initiated by the State Board to extend the school day to 7 hours and the school year to 200 days. Following solicitation of statements of interest by the State, the two counties (along with other interested North Carolina counties) submitted statements of interest and approaches for participating in the experiment. No formal evaluation of the changes will be reported during the experimental phase of the project, but ultimately the changes will be studied for their effects on student achievement, community attitudes toward the changes will be studied, the teachers' use of time under the new schedule will be explored, and efforts will be made to identify those aspects of instruction which have been made possible by the extended schedule, such as providing more enriched and extended instructional activities.

Source: Dudley Flood, Associate Superintendent, North Carolina Department of Public Instruction, (919) 733-3813.

PORTLAND, MAINE: The middle schools have adopted a system-wide study skills curriculum developed by area teachers and reading consultants for the 6th grade. The curriculum, which incorporates skills in listening, studying, organizing ideas, using reference books, writing reports, and taking tests, is taught to all 6th graders for two 1-hour sessions twice a week for 34 weeks. Designed to provide a basis for improved reading and studying in all subject areas, the curriculum has resulted in steadily increasing scores on standardized achievement tests. A subject-centered reading curriculum, which will be taught by English, social studies, mathematics, and science teachers, is being developed for use in all of the school system's 7th and 8th grades.

Source: Eve N. Bither, Assistant Superintendent, Secondary Schools, (207) 775-0900.

SAGINAW, MICHIGAN: The Board of Education has adopted a policy that requires 2 hours of homework daily for students in grades 7-12. Students in grades 7 and 8 must spend 15 to 30 minutes each on English, mathematics, science, and social studies. Students in grades 9-12 will spend increasing amounts of time on homework, building on the 2-hour base. The policy is a direct response to the recommendation about homework in *A Nation at Risk*.

Source: Foster B. Gibbs, Superintendent of Schools, (517) 776-0200.

LOCAL INITIATIVES TO ENHANCE TEACHING

Perhaps the most prevalent local initiatives have to do with teaching—efforts both to improve the quality of teaching as a practice, and efforts to enhance the esteem and rewards of teaching as a profession. In many local districts, teachers' salaries have been increased across the board over the past year, in line with the nearly universal recommendation that compensation to teachers be raised. Other districts are establishing perfomance-based pay programs,* linking increases to some measure of teacher performance. Often in concert with performance-based pay programs, districts are also establishing career ladders for teachers and identifying the responsibilities that senior teachers will assume. Local districts have developed award and recognition programs to acknowledge excellent performance on the part of their best teachers. Finally, in another area receiving a great deal of attention at the local level, districts are developing retraining and recertification programs to meet the need for qualified teachers in mathematics and science.

ANNE ARUNDEL COUNTY, MARYLAND: The County Executive proposed a 19.2 percent pay increase for the County's 3,795 teachers over a 3-year period. The $1,554 increase would bring to $25,900 the salary for the average teacher in the 1984-85 school year. Other public school employees also would receive 6 percent pay increases in the next school year under the proposal.

Source: Denise Rankin, Press Secretary, (301) 261-8250, ext. 1288.

*Fifty-four local merit pay plans for teachers are described in "Merit Pay Plans for Teachers: Status and Description," a report by the Educational Research Service, Inc., 1800 North Kent Street, Arlington, VA 22209.

CHARLOTTE-MECKLENBERG, NORTH CAROLINA: The Charlotte-Mecklenberg School District is establishing a comprehensive program of training, evaluation, and rewards designed to encourage high-quality teaching and professional growth. One aspect of the program is a program of five career stages for teachers that involve senior, career teachers as mentors in the training of incoming career nominees. Another aspect of the program is an internship that frees teachers from classroom responsibilities in order to work with other teachers or administrators on instructional problems, or in order to observe aspects of the school or system operation that are not normally accessible to teachers.

Source: Phil Schlechty, Director, Teacher Career Development Program, (704) 379-7110.

KANSAS CITY, MISSOURI: An "Excellence in Teaching" awards program has been implemented by the Kansas City Chamber of Commerce, the *Kansas City Star* newspaper, and the Learning Exchange. Ten outstanding teachers are to be honored at a ceremony in May 1984. Nominations could be made by current or former students, parents, peers, administrators, or civic or community leaders.

Source: Jane Mekim, Coordinator, (816) 471-0455.

LOS ANGELES, CALIFORNIA: Los Angeles began a master teacher program in 1982 that is being phased out because California has adopted a statewide mentor teacher program, which will be funded by the State and has similar goals. In the fall of 1983, the district raised the salary schedule for beginning teachers and lengthened the school day (by restoring a sixth period) for 11th and 12th graders. Beginning next year, 4 days have been added to the length of the school year, and the school system is currently considering a proposal to stiffen high school graduation requirements.

Source: William Bolton, Information Officer, (213) 625-6000.

MONTGOMERY COUNTY, MARYLAND: The Board of Education has proposed a master teacher program which includes performance-based pay for some teachers. The proposal would increase the salaries of 5 percent of the county's teachers by $2,000 per year.

Source: Wilmer Cody, Superintendent of Schools, (301) 279-3381.

NEW YORK CITY, NEW YORK: To promote excellence in science education, the City Council appropriated $1 million in 1982 and $2 million in 1983 to promote extensive staff development in science, mathematics, and computer instruction for grades K-12. Also, in cooperation with local colleges and universities, the city in 1983 began a program to help teachers who were teaching mathematics outside their license area to obtain the necessary courses for licensing. The project started as a $75,000 pilot program and was expanded to a $360,000 program in 1984 to serve more teachers in both science and mathematics.

Source: Charlotte Frank, Executive Director, Division of Curriculum and Instruction, (212) 569-8026.

PHILADELPHIA, PENNSYLVANIA: The city's school district, in cooperation with local universities, has developed a special program to recertify in mathematics teachers from other disciplines where teacher surpluses exist or are anticipated. The program was designed to address serious shortages at the junior high school/middle school level and to enhance job security for district teachers. Sixty-three teachers have enrolled in the program, and 17 have been placed in vacancies.

Source: Alexander Tobin, Director, Mathematics Education, (215) 299-7811.

PITTSBURGH, PENNSYLVANIA: Pittsburgh established a model program for training high school teachers in the fall of 1983. Over the next 4 years, the school system will send 900 teachers, 50 at a time, to Schenley Teaching Center, an inner-city high school, for 8-week training sessions. Each visiting teacher is assigned to one of 25 "clinical resident teachers" in his or her own subject area. The school's entire teaching staff of 72 was specially chosen from all of the Pittsburgh high schools and has been trained in a teaching methodology known as PRISM (Pittsburgh Research Instructional Model). Besides teaching three or four regular high school classes a day, the Schenley teachers work with the visiting teachers, participate in clinical conferences, and teach seminars and classes in such subjects as adolescent learning behavior and learning theory.

Source: Judy Johnston, Director, (412) 622-5930.

RICHMOND, VIRGINIA: The district established a merit system which provides added funds to schools and teachers based on increased achievement, attendance, and other factors. Schools which show the greatest improvement receive a "school merit award" of $4 to $10 per pupil. All employees of schools which receive such an award are given a "personnel merit award" ranging from ½ to 3 percent of their salaries. Other funds are allocated by a team of students, teachers, administrators, and support staff to school improvement efforts. The district retrains existing staff to meet shortages in science, mathematics, and special education. The NCEE report was used to evaluate what the district had done and what remains to be done.

Source: Lois Harrison-Jones, Assistant to the Superintendent for Instruction, (804) 780-8233.

LOCAL INITIATIVES IN ADMINISTRATIVE LEADERSHIP

A Natio.. at Risk and *Agenda for Action* called upon local educational leaders not only to provide sound management of the school system's operations, but to exert a new kind of leadership for education in their communities. Recognizing that excellence in education depends on the support and cooperation provided to the schools by their communities, this recommendation urges school administrators and boards of education to actively cultivate the involvement of business, civic leaders, and parents in improving the schools. Across the country, there are many examples of this kind of leadership, and 32 districts are participating in a project run by Vanderbilt University to systematically move toward excellence in their local school programs.*

*Consortium for Educational Excellence, Linton Deck, Director, Vanderbilt University, (615) 322-8000.

AUSTIN, TEXAS, AND LAWTON, OKLAHOMA: In these two districts and in others around the country, local bond issues for education are passing with strong voter support. In Austin last February, the largest bond issue ever was passed by a 2 to 1 margin, largely because it was tied to excellence and school improvement. In Lawton, Oklahoma, over twice the usual number of voters turned out to pass a school bond issue. The turnout was attributed, in part, to public interest in excellence in the schools.

Source: Frances Arrowsmith, Coordinator, Staff Development, Austin Independent School District, (512) 451-8411; John C. Elkins, Superintendent, Independent School District #8, Lawton, Oklahoma, (405) 357-6900.

EAST BATON ROUGE PARISH, LOUISIANA: A number of improvements are underway in this Parish. An official said, "I think the things we are doing coincide with the Commission's recommendations. . . but the Commission has done us a favor by focusing on education. It has allowed us to get the community to focus on education. We have used the Report as a springboard to initiate the district's new programs."

Source: Lee Faucette, Assistant to the Superintendent for Community Relations, (504) 922-5465.

HOUSTON, TEXAS: The Houston Independent School District has documented the current status locally of the Commission's recommendations. The district established its own Task Force on Educational Excellence in 1982. In addition, it is working with the Governor's Select Committee on Public Education. Among the many actions taken or under consideration are the following:

Graduation Requirements: Houston requires for graduation 4 years of English, 3 each of mathematics and social science, 2 of science, and a semester of computer literacy. Students who enroll in colleges or universities with selective entrance requirements are encouraged to take 2 to 4 years of foreign language.

Academic Enrichment: Houston has established a number of special programs to provide enriched study for gifted and talented students.

Specialized Schools: Students with special needs, talents, or interests may enroll in one of 16 senior high magnet schools, 13 middle school/junior high school programs, or 37 elementary school programs.

Student Proficiency: Houston has established proficiency standards for student evaluation, promotion, and achievement.

School Day: Extended instructional time is available for students of working parents. Some high schools have added an extra hour of instruction daily to allow students to pursue a more rigorous course of study.

Discipline: Students and parents are required to read and sign the Code of Student Conduct, including a tough attendance policy.

Teacher Salaries: The district has proposed to increase beginning teacher salaries from $16,000 to $21,000 over 5 years and to establish a salary of $34,000 for teachers with 10 years of experience.

Teacher Incentives: Categories for stipends include outstanding attendance, critical staff shortage, high-priority location, outstanding educational progress, unique campus assignment, and professional growth. Employees who have completed 15 years or more are paid a longevity stipend.

Principal Evaluation: The district has an extensive procedure for evaluating the management and supervision skills of principals.

Community Involvement: A comprehensive program has been developed to involve various segments of the community in the school system, including business volunteers who communicate needed skills, share management techniques, and team teach.

Source: Billy Reagan, Superintendent, (713) 623-5581.

JACKSON, MISSISSIPPI: In the fall of 1983, the district implemented a performance-based evaluation system for administrators, who are eligible for merit increases of up to 7 percent based on assessment of their skills in a wide variety of areas. Also under study is variable pay for teachers. In addition, all teachers and administrators must take 20 credits of district inservice training annually.

Source: Linda Buford, Communications Specialist, (601) 353-5207.

KIRKLAND, WASHINGTON: During the fall of 1983, parents, students, school staff, and citizens of the Lake Washington School District assessed long-term needs and set priorities for the district. The district has created Project 2001, which will bring experts in many fields outside of education together with educational planners to create an educational program to meet the needs of future students. The purpose of this long-range planning process is to (1) gather the best information possible on what the world will be like in the year 2001, (2) design an educational program that meets the needs created by a changing world, and (3) develop a continuing partnership between education and the private sector.
Source: L. E. Scarr, Superintendent, (206) 828-3257.

MINNEAPOLIS, MINNESOTA: In April 1982, the Board of Education adopted a 5-year plan which addresses most of the NCEE recommendations. The plan stresses (1) more stringent standards for student achievement; (2) more active leadership by principals; (3) increased partnership with business, parents, and the community; and (4) increased emphasis on mathematics. The district has abolished social promotion in favor of achievement tests for promotion. Objectives for learning are being developed for grades K-12. Students are tested in kindergarten and grades 2, 5, 7, and 11 to determine whether they are meeting the standards. Students not meeting the standards will be provided additional help. Students will have to meet most of the objectives before receiving a diploma. The Superintendent has established a Superintendent's Committee on Educational Standards to increase community involvement. In addition, principals must develop annual plans for their schools that are consistent with district goals. Principals and teachers are then held accountable for progress toward the goals.

Source: Joanne Heryla, Planning Coordinator, (612) 348-6147.

NEWTOWN SQUARE, PENNSYLVANIA: The NCEE report was the focus of a brochure sent to taxpayers with every tax statement on July 1, 1983, by the local school board.

Source: Naomi Zaslow, Marple Newtown School District, (215) 359-4257.

SAN MATEO COUNTY, CALIFORNIA: The County Office of Education produced "The Educator's Digest of Reform: A Comparison of 16 Recent Proposals for Improving America's Schools." Aimed at professional educators, the guide synthesizes and compares recommendations from the major national studies and several California proposals.

Source: William K. Johnson, Superintendent of Schools, (415) 363-5437.

TULSA, OKLAHOMA: The Superintendent issued two reports in response to the Commission's report:

(a) "An Open Letter to the People of Tulsa: Where We Are and Where We're Going" was presented to the Board of Education in June 1983. It dealt with each one of the recommendations of the NCEE and how the recommendation would affect what is already being done in the Tulsa public schools.

(b) The Chamber of Commerce issued a "Call to Action" to the Tulsa business community to convene a blue-ribbon network of representatives from business, as well as parents, youth groups, civic and social organizations, and the higher education community, to design an agenda for meeting the educational needs of Tulsa's children and youth. Some funding for the group is coming from the Chamber of Commerce, but it will rely primarily on voluntary service. The network will examine school management; curriculum; expectations of parents, students, employers, and postsecondary institutions; and facilities usage.

Source: "School Board News," September 7, 1983; Frances Powell, Tulsa Public Schools, (918) 743-3381.

TYLER, TEXAS: The Tyler Independent School District published "An Analysis of Reports on the Status of Education in America: Findings, Recommendations, and Implications" for the 1983 Conference of School Superintendents of Cities of 100,000 to 300,000. The 150-page document, plus appendixes, will also be used within the school district to determine future directions in light of the content of the reports. The report summarizes 18 national and State education reports and other studies and articles.

Source: Jack L. Davidson, Superintendent, (214) 595-3481.

WESTFIELD, NEW JERSEY: The district held a "Convocation for Excellence" in September 1983. Representatives from local and international business, the State Legislature, teachers, students, and parents attended. The district held a workshop in October 1983 to provide citizens with the opportunity to discuss the NCEE recommendations and their implications for district schools.

Source: Margaret Cimei, Director, School/Community Relations, (201) 654-6400.

POSTSECONDARY INSTITUTIONS

Although calls for educational reform have focused primarily on secondary education, postsecondary institutions across the country are also involved in the current reform movement. While many have been actively examining their own standards and programs, this section focuses on two major areas of reform: working relationships with elementary and secondary schools and the improvement of teacher education. Schools and colleges of teacher education, in particular, have a major role to play in response to the many proposals under consideration or recently adopted by States and local districts. Postsecondary initiatives in State colleges and universities to increase admission standards and to reexamine policies relating to remedial work are included in the State Profiles.*

EFFORTS TO STRENGTHEN WORKING RELATIONSHIPS WITH SCHOOLS

Studies, conferences, and collaborative projects between postsecondary institutions and local schools are all part of an emphasis on improving learning at all levels of the education system. In some cases, the collaborative programs have been initiated by local school districts; in others, by local or State colleges and universities. National organizations such as the College Board and the Council of Chief State School Officers are also involved in sponsoring collaborations to improve the transition to postsecondary education.

BROWN UNIVERSITY, PROVIDENCE, RHODE ISLAND: The Brown University Teaching Project works with Providence schools to further three objectives: (1) to present teachers with new perspectives on their subject areas; (2) to help teachers develop new instructional strategies; and (3) to encourage collaboration among the faculty members of the schools and the university. The project has conducted institutes on foreign language instruction, writing instruction, and American history. The institutes are followed up by seminars which meet for the remainder of the school year.

Contact: Robert A. Shaw, Assistant Dean of the College, (401) 863-2315; and Robert Ricci, Superintendent, (401) 456-9211.

*We appreciate the assistance of the American Association of Higher Education (AAHE) and the American Association of Colleges of Teacher Education (AACTE) in gathering information for this section.

CHARLESTON HIGHER EDUCATION CONSORTIUM, SOUTH CAROLINA: Starting in the fall of 1984, the Consortium's Scholars-in-Residence program will place two college faculty members in the humanities in full-time, semester-long residencies in district high schools. The program is one of several operated by the consortium, which includes The Citadel, the College of Charleston, and the Baptist College of Charleston. The goal of the program is to expose high school teachers and students to a deeper understanding of the humanities.

Contact: Monica J. Hamill, Associate Director, Charleston Higher Education Consortium, (803) 792-3627; and Patti Daniels, Coordinator, Gifted and Talented Programs, Charleston County School District, (803) 722-8461.

COLORADO STATE UNIVERSITY, FORT COLLINS: The final report of the University's Study Group on Excellence in Education was released in March 1984. Its recommendations included: development of diagnostic examinations for high school juniors in mathematics and English; reevaluation of admission standards for entering freshmen and transfer students; development of a pamphlet and other information to inform school staff, teachers, parents, and students of the University's admission standards; reassessment of programs that prepare people for careers as academic leaders in private and public schools; expansion of services available to private and public schools in the use of educational technology; installation of a satellite link between the University and private and public schools in the State; and exploration of creation of a residential program at the University for high school students.

Contact: Preston Davis, Director, Office of Instructional Services, (303) 491-5416.

HARVARD AND STANFORD UNIVERSITIES: At the invitation of the two universities, the presidents of six leading research universities met in the summer of 1983 to discuss their role in improving primary and secondary education. The presidents issued a statement on research universities and the public schools that listed 10 ways the universities could strengthen their ties with the schools. Presidents attending the meeting, in addition to those of Harvard and Stanford, were from the University of Chicago, the University of Wisconsin System, the University of Michigan, and Columbia University. Also in attendance were heads of teacher education programs at Columbia, Stanford, Harvard, and the University of California at Berkeley.

Contact: Patricia Albjerg Graham, Dean, Graduate School of Education, Harvard University, (617) 495-3401; and J. Myron Atkin, Dean, School of Education, Stanford University, (415) 497-2111.

HUNTER COLLEGE—SCIENCE AND MATHEMATICS LINKAGES PROGRAM: Hunter College's Division of Science and Mathematics is currently engaged in a number of projects which link the College to high schools in the New York City metropolitan area. Projects include: (1) Hunter College Science Saturdays—individual faculty members in the division presenting small group talks to high school students on Saturday mornings; (2) workshops for Hunter faculty and high school science and mathematics administrators; (3) a career exploration summer workshop program for 80 to 100 high school students; and (4) advisors, tutors, and speakers for the Manhattan Center for Science and Mathematics, a new New York City high school devoted to science. In May 1984, the College is sponsoring a series of workshops for mathematics and science chairpersons and assistant principals for science in the city's schools.

Contact: Judith A. Reitman, Assistant to the Dean, Division of Science and Mathematics, (212) 570-5374, 772-5240.

MICHIGAN STATE UNIVERSITY, EAST LANSING: The University has appointed a 24-member task force to seek ways to improve mathematics and science instruction in the State's schools and colleges. The task force is made up of faculty members in the College of Education and in the College of Natural Sciences. The task force will examine ways in which the State's schools and colleges can cooperate with each other, including partnerships and information networks. Contact: Judith Lanier, Dean, College of Education, (517) 355-9606.

STATE UNIVERSITY OF NEW YORK, BUFFALO: The University, with a grant from the National Endowment for the Humanities, has established a teacher training project in the humanities with the Buffalo City School District. The project focuses on American literature and history and begins with 30 teachers in grades 7-12. Activities include a summer institute, seminars, and classroom activities in which university faculty members visit the schools. Later in the project, the 30 teachers will work with other teachers as part of an ongoing collaboration between the school district and the University.

Contact: James H. Bunn, Director, Department of Arts and Letters, (716) 636-2711.

UNIVERSITY OF NORTH DAKOTA, GRAND FORKS: The University is working with 10 high schools in Grand Forks to improve student preparation for college. The project seeks to give students a better understanding of what is expected of them in college and to define, develop, and assess the skills and abilities students will need in higher education. A project team of faculty members and other staff from the University and the schools has worked through a conference, direct assistance to teachers, and demonstration projects. Both university faculty and high school teachers have modified their approaches to teaching as a result of experience under the project.

Contact: Robert E. Young, Director, Office of Instructional Development, University of North Dakota, (701) 777-4233; and Ray Pelton, Associate Superintendent, Grand Forks Public Schools, (701) 775-3111.

UNIVERSITY OF PITTSBURGH, PENNSYLVANIA: The University's Race Desegregation Assistance Center is sponsoring a "1984 Eastern Pennsylvania Spring Regional Workshop on Equity and Excellence: A Response to *A Nation at Risk*" in May 1984. The conference is designed for school administrators, supervisors, counselors, curriculum and student activities directors, and teachers. Topics will include the uses and misuses of standardized tests, a model program that facilitates equity and academic achievement in desegregated settings, and strategies for involving minority students in a science and mathematics, high-technology curriculum.

Contact: Ogle B. Duff, Director, Race Desegregation Assistance Center, (412) 624-5865.

UNIVERSITY OF SOUTH FLORIDA, TAMPA: The University and the Hillsborough County Public School District are developing a summer school program for academically talented and gifted students in grades 4-9. Local industry and parents will also be involved in the program. Content will be designed to generate greater student enthusiasm for science and mathematics. Students will attend a summer institute for 2 to 6 weeks. Inservice training will be provided to help teachers refine and practice their teaching skills. The institutes will be held at industrial sites, schools, museums, and the University.

Contact: William G. Katzenmeyer, Dean, College of Education, (813) 974-3400; and Raymond Shelton, School Superintendent, (813) 272-4050.

WILLIAMS COLLEGE, WILLIAMSTOWN, MASSACHUSETTS: Williams College, to reward teacher excellence, will annually make $1,000 awards to four outstanding high school teachers and $500 to each of their schools. Candidates for the awards will be nominated by Williams College seniors and selected by a committee of faculty and students. The first awards will be made during the 1984-85 academic year.

Contact: John P. Chandler, President, (413) 597-2233.

COLLEGE BOARD MODELS PROGRAM: The College Board is seeking to improve the transition from school to college through supporting 13 model, collaborative projects between high schools and higher education institutions. Five examples are:

> *Jefferson County Educational Consortium, Alabama:* Eight independent school systems and seven higher education institutions have joined in the Consortium to increase communication between the public schools and colleges and to work cooperatively within disciplines to define and support better teaching. The Consortium also seeks to improve the high school curriculum. In addition to school and college cooperation, the Consortium in May 1983 sponsored a meeting of business, industry, and educational leaders to determine how best to work together to improve the local educational climate, in particular how to raise the writing and reading scores of all students.
>
> Contact: Columbus Posey, Dean of Academic Services, Jefferson State Junior College, (205) 853-1200, ext. 330.

Miami-Dade County Community College, Florida: The College is working with county schools to reduce the dropout rate and the rapid growth of remedial courses. The program results from the College's dropping credit for remedial work. The project is one of many collaborative efforts designed to improve the curriculum, teaching, and learning.

Contact: Jeffery D. Lukenbill, District Dean of Academic Affairs, (305) 596-1345.

Oklahoma State University, Stillwater: The Oklahoma Consortium for Excellence in Education is a project of the University's College of Arts and Sciences. The College works with Oklahoma schools via special summer programming for academically talented and college bound junior and senior high school students; faculty presentations to schools and other organizations; satellite broadcasts of educational programs to public schools; and a "Partners" newsletter for public school personnel. The project includes the Arts and Sciences Competencies Team, composed of volunteer faculty members, which works with school teachers and administrators concerning basic academic competencies and educational philosophy.

Contact: Smith L. Holt, Dean, College of Arts and Sciences, (405) 624-5663; Robert Graalman, Director of Special Programs, College of Arts and Sciences, (405) 624-5658; and Wiley Hinton, Superintendent, Beaver Public Schools, (405) 625-3444.

University of California at Irvine: The University and the Santa Ana School District are focusing on early identification of talented 7th and 8th grade students to convince them of the importance of taking a challenging academic course of study in high school. The district's high school population includes 41.5 percent students of limited English proficiency and 85 percent minority students.

Contact: Manuel N. Gomez, Director, Educational Opportunity Program/Outreach, (714) 856-5410.

Winthrop College, Rock Hill, South Carolina: The College and six feeder high schools have sought to provide a smoother transition between school and college through a series of meetings among counselors, admissions officers, and teachers. A brochure is due for publication in August 1984 for parents and students to inform them of high school graduation and college admission requirements.

Contact: Jack Roger, Director, South Carolina Consortium, (803) 323-2157.

COUNCIL OF CHIEF STATE SCHOOL OFFICERS—MELLON SCHOOL/COLLEGE PROJECT: With a 3-year, $650,000 grant from the Andrew W. Mellon Foundation, the Council of Chief State School Officers is seeking to enhance and improve working relations between public schools and higher education institutions. The Council has awarded special activities grants for projects in 14 states. Three examples are:

Florida Commissioner of Education: The Florida Mellon Project seeks to expand an existing collaboration among a school district, a community college, and a State University. It will assist four public high schools of Gadsen County School District in modifying their curricula to meet new State standards and to increase the college-going pool of Black public high school students. The project will also provide feedback for changes in university admissions policies and practices. During the 18-month period of the project, efforts will concentrate on curriculum development, staff training, dissemination of the State's revised college admissions standards, and monitoring to determine the extent to which high schools modify course offerings to provide the necessary academic experience for admission to college.

Contact: Andrew A. Robinson, Director, Florida Institute of Education, University of North Florida, (909) 646-2520.

Ohio State Board of Education/Board of Regents: The two State Boards have implemented a project to foster communication between the home and school and to provide parents with techniques to use in helping their children do well in high school to prepare for college. The Boards and the Ohio Congress of Parents and Teachers have planned meetings among State and local educators, university representatives, and parents to improve communication between home and school; to increase parental understanding of the academic expectations of higher education; and to improve parents' skills to help their children get the most from the high school experience. Meetings will be held in all 88 counties and in 8 major cities in Ohio.

Contact: Irene G. Bandy, Assistant Superintendent, (614) 466-3708.

Vermont Springboard Project: The State Department of Education and the Vermont State College have cooperated to develop a project that will increase both the technical preparation of Vermont vocational students and their potential for success in postsecondary vocational and technical degree/certificate programs. The project seeks to design and implement a linked, 3-to-4-year technical education curriculum spanning secondary and postsecondary education. The Springboard Project will develop secondary academic and technical curricula to provide students, in a range of occupational preparation programs, with the educational skills they will need for postsecondary education.

Contact: Gerard Asselin, Director, Adult and Vocational-Technical Education Division, State Department of Education, (802) 828-3101.

EFFORTS TO IMPROVE TEACHER EDUCATION

Schools and colleges of teacher education are also involved in developing collaborative programs with local schools but the current emphasis on improvement focuses on recruitment to attract and retain better students and on upgrading coursework content and requirements for prospective teachers. As reported by the National Center for Education Statistics (NCES) in October 1983 almost all (94 percent) of the Nation's schools of education implemented one or more measures to improve the quality of teacher candidates during the past five years.

APPALACHIAN STATE UNIVERSITY, BOONE, NORTH CAROLINA: The University has established four major faculty task forces to improve recruitment and retention procedures, upgrade standards, pursue new program opportunities and build a new curriculum and organizational structure. A "Think Tank" has been appointed to develop a college "Center of Excellence." The Chancellor has given a one-quarter-million-dollar endowment to provide academic scholarships for high-achieving freshmen education undergraduate majors who maintain a 3.0 average.

Contact: Mae Reck, Coordinator of Planning and Curriculum, (704) 262-2232.

CENTRAL WASHINGTON UNIVERSITY, ELLENSBURG, WASHINGTON: The University raised admission requirements, including the scores on the Comprehensive Test of Basic Skills, major and minor grade point averages, and the cumulative grade point average. A symposium is planned to discuss ways to improve teacher preparation to guarantee that graduates from schools of education meet or surpass public expectations.

Contact: Jimmie Applegate, Dean, (509) 963-1411.

EASTERN NEW MEXICO UNIVERSITY, PORTALES: Education faculty, representatives of the State Department of Education, faculty from other university disciplines, and education students met to discuss education program components, requirements, and expectations. The education program has been examined to ensure that the new state requirement that new teachers pass the National Teacher Examination was adequately reflected in the program. The teacher preparation curriculum has been revised to ensure that effective schools and teaching research are included

Contact: Bill Engman, Dean, (505) 562-2314.

EAST TENNESSEE UNIVERSITY, JOHNSON CITY: Admission standards will be increased one point each year until 1985. An exit competency test in mathematics and reading for all teachers is required sophomores and juniors are involved in school systems and the school of education helped establish a $20,000 grant to the community schools from business and industry.

Contact: Charles Edwards, Dean, (615) 929-4219.

GEORGE PEABODY COLLEGE FOR TEACHERS, VANDERBILT UNIVERSITY, NASHVILLE, TENNESSEE: The College is conducting the School Incentives Project, funded by the Lyndhurst Foundation and the State of Tennessee, to discover through a 100-school pilot project whether economic incentives will motivate teachers and principals to seek substantial improvements in the academic achievement of students. Peabody faculty members are working to develop research-based criteria and processes for evaluating, rewarding, and improving teacher performance, for the State of Tennessee. A Learning Technology Center has been established to train educators in technology and help school districts in educational technology research and implementation. The Institute for School Improvement provides technical assistance to schools. Advanced leadership programs are also offered for principals and school superintendents.

Contact: Willis Hawley, Dean, (615) 322-8407.

GEORGIA SOUTHERN COLLEGE, STATESBORO: The College has initiated a program of continuous assessment of teacher education students, including more rigorous screening of candidates for entry into the program, prior to student teaching, and upon graduation. Joint planning is taking place with the arts and letters faculty to determine curriculum changes needed to fit teachers' requirements in content background. A new master's program for midcareer entrants into teacher education is being explored.

Contact: Anne Flowers, Dean, (912) 681-5648.

HARVARD GRADUATE SCHOOL OF EDUCATION, CAMBRIDGE, MASSACHUSETTS: The Graduate School returned after an 11-year hiatus to teacher training with a Midcareer Math and Science Program to address shortages of qualified teachers in mathematics, physics, and chemistry. The program enables professionals from high technology, scientific research, and financial services to receive professional training in teaching that leads to secondary level certification.

Contact: Patricia Albjerg Graham, Dean, (617) 485-3401.

IMPROVEMENT OF PRESERVICE TEACHER EDUCATION PROJECT: In February 1983, ten institutions participated in a workshop funded by the National Institute of Education on the utilization of research in teacher education and developed plans of action for their own teacher education programs. In August 1984, a special edition of the final report will be published. It will summarize and discuss comparisons and contrasts among specific institutions and implications for teacher educators, administrators, and relevant policymakers. The 10 institutions were: Georgia State University, Grambling State University, Madonna College, Ohio State University, Rollins College, Seattle Pacific University, State University of New York at Oneonta, Temple University, Vanderbilt (George Peabody College) University, and Wayne State University.

Contact: Joseph Vaughan, Teaching and Instruction Program, National Institute of Education, (202) 254-5407.

JACKSON STATE UNIVERSITY, JACKSON, MISSISSIPPI: Education majors are identified during initial entry to the University. General education and professional education curricula have been revised, and a variety of practicum activities have been incorporated. An Outreach Program to three neighboring counties uses a cadre of university professors in an intensive academic program in mathematics, English, reading, biological science, and chemistry.

Contact: Beatrice Mosley, Dean, (601) 968-2433.

NEBRASKA CONSORTIUM FOR THE IMPROVEMENT OF TEACHER EDUCATION: In June 1983, the 15 higher education institutions in Nebraska which have teacher education programs met to form the Consortium, a network which seeks voluntary improvement of programs through use of research on teaching, learning, and effective schools. The Consortium was formed to increase faculty members' knowledge and use of educational research.

The Consortium held a 2-day workshop on the utilization of research in teacher education at the University of Nebraska at Lincoln in November 1983. Each of 15 institutions in the Consortium sent a team of faculty members, who attended sessions on the research on teaching, learning, teacher education, and effective schools; discussed the relationship of the research to programs; and developed action plans to use the research in their own programs. Proceedings of the workshop, *Using Research to Improve Teacher Education: The Nebraska Consortium*, will be published in the spring of 1984 by the ERIC Clearinghouse for Teaching Education and the University of Nebraska at Lincoln. Since November 1983, each institution has begun implementing its action plan. The long-range goal of the Consortium is improvement of all teacher education in Nebraska, while maintaining institutional autonomy.

Contact: Mary Kluender, Assistant Professor of Curriculum and Instruction, University of Nebraska at Lincoln, (402) 472-2248.

OAKLAND UNIVERSITY, ROCHESTER, MICHIGAN: The School of Education works with the University's Presidential Task Force on the Improvement of Public Education to develop collaborative approaches between the university community and the public schools. The school also participates on the University's Presidential Commission on Excellence to address quality and excellence in the University. The Collaboration for Excellence group, consisting of representatives from Oakland University, Oakland Community College, and the Oakland Intermediate School District, works on enhancing education quality from kindergarten to graduate school.

Contact: Gerald Pine, Dean, (313) 377-3050.

UNIVERSITY OF ALABAMA AT BIRMINGHAM: The University is working with five Alabama schools of education, the Alabama State Department of Education, and the Council of Chief State School Officers to bring together various representatives of the education community and the public to implement the Alabama Plan for Excellence in the Schools.

Contact: Milly Cowles, Dean, (205) 934-5322.

UNIVERSITY OF FLORIDA, GAINESVILLE: The School of Education has developed "Proteach," an extended teacher education program that will increase academic subject matter, incorporate effective teaching research, expand education foundation studies, expand school-based experience, and exceed Florida requirements for teacher education programs. Entrance requirements for S.A.T. scores and grade point averages have been raised.

Contact: David Smith, Dean, (904) 392-0728.

UNIVERSITY OF MISSOURI, ST. LOUIS: Faculty retreats were held on *A Nation At Risk*. The faculty is working with other University departments to review teacher preparation curricula, cooperation, and improvement. Faculty met with counterpart colleagues from other campuses and representatives from the State Department of Elementary and Secondary Education to identify combined responses from campuses' education and arts and sciences faculties. Summer institutes in mathematics, science, and technology and academic academies for high school teachers and students are being offered. Ways to help 45- to 60-year-olds with strong mathematics, science, and technology backgrounds train for teaching are being identified.

Contact: William Franzen, Dean, (314) 553-5109.

UNIVERSITY OF OREGON, EUGENE: The University is reviewing teacher education programs with representatives from university, public school, and State policy boards to develop a post-baccalaureate internship. A consortium of public schools, community colleges, educational service districts, and the State Superintendent of Schools will help develop the Center for Advanced Technology in Education's agenda on instruction, research, development, and service. A statewide network for program and staff development assistance to public schools is being developed.

Contact: Robert Gilberts, Dean, (503) 686-3405.

UNIVERSITY OF PUERTO RICO, RIO PIEDRAS: State Department of Education personnel, other universities, and local professional organizations have been contacted to promote education reform and ideas outlined in the national reports. Faculty have written analyses of *A Nation At Risk* and a Dean's Commission for Leadership and Quality in Education has been created to form plans to improve teacher education programs and leadership efforts.

Contact: Lydia Diaz de Grana, Dean, (809) 767-0034.

UNIVERSITY OF SOUTH CAROLINA, COLUMBIA: The teacher education program has been revised to require prospective teachers to earn a B.A. in humanities, social sciences, or science and mathematics with a major in the subject field to be taught in the public schools. The professional component is gained in an extended program that reflects research on effective teaching and includes 60 percent of coursework in public school classrooms. All faculty receive training on effective teaching research.

Contact: John Mulhern, Dean, (803) 777-3828.

UNIVERSITY OF TENNESSEE, MARTIN: The University in cooperation with the Tennessee Valley Authority will fund scholarships for public school teachers to study science and mathematics instruction. The plan is designed to prepare the teachers quickly for teaching in a nine-county area in the northwestern part of the State. The three-phase project is designed to help provide qualified teachers meet the need created by an increase in the years of science and mathematics required for high school graduation. The first phase focuses on teachers previously certified with minimal science and mathematics preparation and who want to improve their proficiency. The 60 teachers in this phase should complete their master's degrees in 1985. Phases two and three will be aimed at University students who want to concentrate in science and mathematics.

Contact: Maurice H. Fields, Director, School of Education, (901) 587-7125.

UNIVERSITY OF VERMONT: The University is responding to the critical shortage of qualified mathematics and science teachers with its "fifth-year" program. This involves recruiting recently retired professional engineers, who with 1 year of teacher training (including student teaching) can be certified to teach mathematics and science in the high schools. Eighteen people are enrolled in the program, which began in the fall of 1983.

Source: Arthur Cheney, Director of Student Services, (802) 656-3468.

ASSOCIATIONS AND ORGANIZATIONS

Virtually every organization connected in any way to education discussed and/or issued position statements on the national reports during the past year. The sample activities in this section illustrate the range of national and State organizations and associations responding to the calls for educational reform—from organizations that represent elected officials to those that represent educators, concerned parents, and school administrators. Business groups are listed in the section on private sector activities.

Many of the activities are a direct response to the national reports: publication of information and newsletters and journals, discussions and presentations at State and national meetings, and analysis of specific recommendations for their impact on association members. Other activities involve the formation of study groups and commissions to refine and expand current educational reform proposals or to develop alternate solutions. Professional groups are also involved in collaborative efforts with other professional groups, State and local education agencies, postsecondary institutions, and the private sector.

AMERICAN ASSOCIATION FOR COUNSELING AND DEVELOPMENT (AACD): The AACD, formerly the American Personnel and Guidance Association, has initiated two major credentialing efforts—the National Board for Certified Counselors (NBCC) and the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The NBCC's primary purpose is to establish and monitor a national certification program to identify counselors who have voluntarily sought and obtained certification. The CACREP was created to implement standards of the profession in counselor education and related programs of preparation. In addition, the American School

Counselor Association, the AACD's largest division, recently revised "The Practice of Guidance and Counseling by School Counselors." This goal statement commits to the public record certain professional responsibilities of school counselors and identifies a set of philosophic assumptions about the conditions under which important psychological growth occurs in the practice of guidance and counseling.

Source: Frank Burtnett, Department of Association and Professional Relations, (703) 823-9800.

AMERICAN ASSOCIATION FOR HIGHER EDUCATION (AAHE): The AAHE has focused on school-college partnerships as a way to improve American education. Prior to its recent national conference, AAHE identified as many partnerships as possible and invited leaders to a closed-door meeting to discuss the strengths and weaknesses of the partnership approach. AAHE has developed a directory of collaborations and will help leaders in schools and colleges remain in communication through a series of audio conferences. In cooperation with the Carnegie Foundation for the Advancement of Teaching, AAHE has made awards of recognition to four "mature partnerships." The recognition program will continue.

Source: Theodore J. Marchese, Vice President, (202) 293-6440.

AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION (AACTE): During 1983, AACTE published three policy papers on excellence in teaching and teacher education. Four papers on excellence were to be commissioned in 1984 to be presented at the Summer Leadership Institute as the basis for an action plan for reforming and revitalizing teacher education. The Association's annual meeting focused on issues of quality and excellence in teacher education, and featured presentations on several national reports. The membership adopted resolutions that commit the Association to enhance quality in teacher education programs and to consider alternative designs for such programs. The Association also has continued efforts to reform and revitalize the National Council for Accreditation of Teacher Education (NCATE). A March 1984 meeting, sponsored by AACTE and NCATE, brought together leaders from professional education, teacher representatives, and the public to

define new standards and ways to link State program approval procedures and national accreditation guidelines. The Association also named its own Commission on Excellence in Teacher Education with funding from the Department of Education. As a result of the publication of *A Nation at Risk*, AACTE plans to reissue its bicentennial reports with an addendum on the need for changes in education.

Source: David G. Imig, Executive Director, (202) 293-2450.

AMERICAN ASSOCIATION OF MUSEUMS (AAM): For the past 2½ years, the Commission on Museums for a New Century, an independent project of the AAM, has been studying trends in society and the missions of the museum in an effort to offer guidance to the museum profession. One central theme of the Commission's work has been the appropriate role for museum learning within the context of the national educational agenda. Museums are seeking to fill their educational responsibilities in the areas of esthetic, humanistic, and scientific literacy from their resources, which are not available in any other type of institution. The Commission wants to establish an appropriate vehicle for beginning a discussion between museum professionals and education policymakers to develop new ways to integrate museum resources and concerns with the curriculums designed for American school children. A report on the Commission's findings will be published in September 1984.

Source: Ellen Cochran Hicks, Staff Director, Commission on Museums for a New Century, (202) 338-5300.

AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS (AASA): AASA published and distributed to its members a document entitled "The Excellence Report: Using it to Improve Your Schools," which contained the full text of the NCEE report, an analysis of key concepts presented in the report for school administrators to consider, questions they might be asked, and suggestions for using the report. AASA also has adopted the organizational goal of providing assistance in implementing the report. The AASA-sponsored National Academy offers programs that focus on many of the NCEE recommendations. The Association's next annual meeting will include numerous sessions that focus on the themes of the report. AASA staff is monitoring the efforts

of members to implement the recommendations, and has so far received over 1,500 responses to their request for information. A report is being prepared. In conjunction with the Far West Laboratory for Educational Research, AASA has published "Excellence in Our Schools: Making It Happen," a workbook to help district administrators, school boards, and local education task forces address key issues raised by the national education reports. AASA has also scheduled six regional seminars to help school districts improve their capacities to identify and recognize academic achievement.

Source: Paul Salmon, Executive Director, (703) 528-0700.

AMERICAN ASSOCIATION OF STATE COLLEGES AND UNIVERSITIES (AASCU): The Association's Task Force on Excellence in Education assists member institutions to: (1) examine and improve teacher training programs; (2) evaluate national policy recommendations regarding schooling in America; (3) develop, in partnership with public schools and other institutions, teaching/learning strategies designed to achieve excellence in education; (4) disseminate information about cooperative efforts being made to implement reforms; (5) work with State and national officials to establish State policies that promote educational excellence; and (6) assess the effectiveness of educational reforms and co-sponsor programs designed to assure continued access to educational opportunity for disadvantaged populations. The Task Force will sponsor conferences in May 1984 on the Association's mission in teacher education and in June 1984 on State policy issues and the role of member institutions in educational reform in the States.

Sources: John Porter, President and Task Force Chairperson, and Karen Heger, Staff Liaison, (202) 293-7070.

AMERICAN COUNCIL ON EDUCATION (ACE): The Council has organized a 15-member Committee on Education Reform to exchange information on projects the associations have mounted to attain excellence in education. The Council also held a special program at its annual conference in Toronto, Canada, on the NCEE report. It also plans to prepare and distribute documents on issues of excellence in higher education, pending foundation funding.

Source: Elaine El'Khawas, Vice President, Division of Policy Analysis and Research, (202) 833-4776.

AMERICAN FEDERATION OF TEACHERS (AFT): The AFT raised questions about educational excellence with the community of national educational leaders in the fall of 1981. The July 1983 AFT Convention adopted a comprehensive resolution on education reform which incorporated many positions included in the NCEE report and in other recent national reports. The resolution included: (1) stricter high school graduation requirements in academic subjects; (2) more homework; (3) the use of fair and objective student testing; (4) tougher requirements for student discipline; (5) curriculum renewal; (6) higher teacher salaries; (7) stricter teacher certification standards; (8) radical increases in beginning teacher pay; and (9) improvements in school conditions that enable teachers to concentrate on teaching. The AFT also indicated a willingness to consider new forms of incentive pay for teachers, but expressed caution about their potential effectiveness. Since the convention, the AFT has distributed its own position, summaries of the education reports, and articles commenting on them to participants in a series of regional conferences for its State and local leaders and to national, regional, State, and local AFT officials and staff members. The AFT has promoted educational reform through public service television spots and speeches by AFT officials. Task Forces are meeting to develop recommendations on school discipline and other facets of reform.

Source: Eugenia Kemble, Special Assistant to the President, (202) 797-4400.

AMERICAN LEGISLATIVE EXCHANGE COUNCIL (ALEC): In 1983, the Council produced a two-part series in its monthly publication, *State Factor*, on problems in education that are facing the States and solutions to those problems. This publication is sent to 2,000 members, including 1,000 State legislators. At ALEC's 10th Anniversary meeting in Philadelphia, an education seminar was held which included political leaders as speakers among the 250 in attendance. ALEC expects to produce a book by the end of July entitled *Education Source Book*, which will contain 10 to 12 model bills concerning education reform in the States. The model bills will be in areas such as financing, vouchers, teacher certification, and discipline.

Source: Nanette St. Arnault, Director of Publications, (202) 547-4646.

THE AMERICAN LEGION: The National Americanism and Children and Youth Division of the American Legion reprinted *A Nation at Risk*, almost in its entirety, in a three-part series in the summer of 1983. In addition, in August 1983 at its annual convention, the Legion endorsed the efforts of the NCEE to improve education through publication of *A Nation at Risk*. The resolution encouraged local American Legion Posts to increase their efforts to improve educational programs in their communities.

Source: Lee A. Hardy, Assistant Director, (317) 635-8411.

AMERICAN LIBRARY ASSOCIATION (ALA): The ALA Task Force on Excellence in Education presented an interim report in January 1984, during the ALA midwinter meeting in Washington, D.C. At its October 1983 meeting, ALA identified seven "realities" which decision makers concerned with educational reform must recognize. They include: the role of libraries in a society in which individuals require life-long learning; the special qualities of libraries to assist people of all ages and conditions to gain control of their lives; the importance of access and free choice of information and ideas; and the unique roles of several types of libraries and the resource sharing they espouse.

The ALA called on members for comments and suggestions for action that ALA can take to play a more vital role in educational reform in response to *A Nation at Risk*. The Task Force met again in March 1984 to review responses to the interim report and consider specific reform strategies. The final report will be made to the ALA annual convention in June 1984.

In addition, several ALA members participated on the ED Advisory Board in a series of seminars on "Libraries and the Learning Society."

Source: Eileen Cooke, Director, Washington Office, (202) 547-4440.

AMERICAN VOCATIONAL ASSOCIATION (AVA): Recent AVA efforts include the following: (a) **Publications:** Special supplement of November-December *Update* analyzed seven recent national education reports; September issue of *VocEd Journal* devoted to improving the quality of community college programs; a series of publications on the comprehensive high school include "Assessing the Needs," "An Agenda for Improvement," and "Making the Case for Excellence." (b) **Meetings and Conferences:** A series of national and regional conferences focused on such topics as Developing High Technology Vocational Programs; Vocational Education in the Comprehensive High School; and The Use of Computers in Vocational Instruction. (c) **Policy Development:** At the Federal level, AVA endorses legislation to improve the quality of vocational education and encourage industry collaboration with schools for high-technology training; efforts at the State level are tailored to specific State programs. (d) **Other:** The December 1983 annual convention addressed the theme, "Vocational Education and Business: A Working Partnership;" the theme of National Vocational Education Week in 1984 will be "Vocational Education: Creating Partnerships for Excellence."

Source: Ronnie Posner, Assistant Executive Director for Projects and Conferences, (703) 522-6121.

ASSOCIATION FOR EDUCATIONAL COMMUNICATIONS AND TECHNOLOGY (AECT): AECT devoted its September 1983 issue of *Instructional Innovator* to its response to the NCEE report, including articles on how to use the media and instructional technology for more effective teaching, particularly in English, mathematics, and science.

Source: Lyn Gubser, Executive Director, (202) 466-4780.

ASSOCIATION OF SCIENCE-TECHNOLOGY CENTERS (ASTC): The ASTC's October 1983 annual conference on "Science Museums and Science Literacy" discussed ways museums can stimulate learning about science and mathematics and how they can help upgrade science education. A workshop for museum professionals on establishing outreach programs to schools and communities was so oversubscribed that it had to be repeated in June 1983. ASTC received foundation funding for the first phase of a program to identify model science teacher training programs offered by science museums and to enable other museums to adopt the programs. In addition, ASTC provided technical assistance to 36 new, developing science centers in communities trying to improve their science education resources.

Source: Bonnie VanDorn, Executive Director, (202) 371-1171.

ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT (ASCD): The ASCD has recently completed the first phase of a project, "Redefining General Education in the American High School." The report of the 2-year study of the status of the core curriculum among a network of high schools was disseminated as a 12-page newsletter during the fall of 1983. Another high school network was formed in the fall of 1983 to help participating schools improve planning strategies. A new network of 23 high schools was formed in February 1984 to conduct strategic planning for the development of curricula to meet the future needs of their students. These schools will work together for 2 years. The ASCD has presented research on effective schools and school management to local administrators via a series of videotapes and publications which draw practical implications from the research. Another videotape and publication series for teachers describes effective teaching research, including classroom management, improving the use of learning time, and delivering high-quality instructional activities.

Source: Gordon Cawelti, Executive Director, (703) 549-9110.

COLLEGE ENTRANCE EXAMINATION BOARD (CEEB): As part of Project EQuality, the College Board's 10-year program to strengthen quality in secondary education and to ensure equality of access to higher education, the Board in May 1983 released a description of six basic academic subjects that each college-bound student should have mastered: English, mathematics, science, social studies, foreign language, and the arts. The descriptions of these subjects are contained in "Academic Preparation for College: What Students Need to Know and Be Able to Do." This document also contains definitions of the six basic academic competencies presented in 1981—reading, writing, speaking and listening, mathematics, reasoning and studying—and a seventh, computing, released at the May 1983 presentation. In addition, the Board has embarked on the following projects: (1) identification of 13 communities where institutions of higher education and school districts work together to achieve the goals of college preparation

established in Project EQuality, (2) integration of the six academic subjects and the seven basic competencies described in "Academic Preparation for College" to detail how each subject requires the competencies for its successful mastery, and (3) with the support of the Minnie Stevens Piper Foundation, to identify Hispanic students with potential for college and to improve the quality of education available to them by increasing their opportunities to take advanced placement courses for college credit in high school.

Source: George Hanford, President, (212) 582-6210.

COUNCIL FOR AMERICAN PRIVATE EDUCATION (CAPE): CAPE member organizations are considering what private schools should do to respond to recent national education reports. For example, this item was on the agenda of the October 1983 meeting of the CAPE Board, the October 1983 meeting of the chief administrators of Catholic education, and the meeting of the administrators of the Lutheran Church Schools of the Missouri Synod. CAPE is seeking funding for projects to follow up current calls for reform, including: a project to strengthen the role private schools play in emphasizing the humanities through education and a project to study the teaching conditions in private education. The National Association of Independent Schools (NAIS), a CAPE member organization, has issued a publication on Faculty Salary Systems. NAIS also co-sponsored a study of private education by Theodore Sizer, which was released in 1983. The CAPE Board at its March 1984 spring meeting discussed ways in which the CAPE Private Secondary School Recognition Program can provide a private school contribution to the ongoing discussion of excellence in education.

Source: Robert L. Smith, Executive Secretary, (202) 659-0016.

COUNCIL FOR BASIC EDUCATION (CBE): The CBE's recent ongoing efforts have included: **Publications**—The CBE commissioned *Necessary Lessons: Decline and Renewal in American Schools*, by Gilbert T. Sewall, which is being distributed; *Basic Education*, the monthly bulletin, is reviewing and commenting on all major education reports; other publications include *Writing to Learn*, *Making History Come Alive*, *Math and Science: Where Are the Teachers?*, *"What Is Basic Education? A Model Curriculum,"* *"High School Reform,"* *"Reforming*

High School Education," and *Tomorrow Will Not Be Too Late.* **Programs**—Programs include Independent Study in the Humanities, which provides over 100 fellowships for high school teachers; Action for Better City Schools, an urban school improvement project in Atlanta, Georgia, and Dallas, Texas, which seeks to improve academic achievement; Writing Workshops for teachers who teach subjects other than English; and mathematics and science institutes for teachers in urban school districts. **Consulting**—CBE staff members have been part of the Paideia Group, The Ford Foundation's City High School Recognition Project, and the College Board's EQuality Project. **In Preparation**—A report on the elementary school principalship.

Source: Dennis Gray, Deputy Director, (202) 347-4171.

COUNCIL FOR EXCEPTIONAL CHILDREN (CEC): The CEC created a task force to review recent national education reports and to prepare findings and recommendations on the reports' relevance to special education for CEC members and report to the Executive Committee by the end of 1983. The final report has been submitted to the Executive Committee and was published in April 1984. CEC has also asked members to write papers on selected current national issues related to special education as source papers for the Executive Committee and for members. Similar issues were highlighted at the CEC's April 1984 national meeting in Washington, D.C. The meeting's agenda included a roundtable discussion of the task force's findings and a general session at which senior leaders within and outside of special education discussed how the field is responding to the needs of exceptional children as part of current reform efforts. CEC State-level organizations also are focusing on this subject at State conventions. The CEC's related activities include three "Exceptional Child Education Reports" by the ERIC Clearinghouse which address the NCEE report in light of the concerns of CEC's members. The reports are: (1) "Implications of the Commission on Excellence Report for Teacher Preparation in Special Education"; (2) "Implications of the Commission on Excellence Report for Education of the Gifted"; and (3) "Implications of the Commission on Excellence Report for the Education of the Handicapped."

Source: Frederick J. Weintraub, Assistant Executive Director for Governmental Relations, (703) 620-3660.

COUNCIL OF CHIEF STATE SCHOOL OFFICERS (CCSSO): In 1983, members of CCSSO attending the annual summer institute agreed: (1) the reports would help improve public education; and (2) chief State school officers should serve as catalysts and facilitators of continuing discussion, debate, and policy development.

The Council has selected "Managing Effective Secondary Schools" as the theme for its 1984 annual summer institute. Institute sessions will be organized around presentations by teams of principals and superintendents from the schools identified in the 1982-83 Secondary School Recognition Program of the U.S. Department of Education. The Council continues to provide current articles and reports on educational excellence and school effectiveness through its electronic newsletter, "Chieffile."

Source: Patrick Martin, Director of Dissemination and Information, (202) 393-8161.

COUNCIL OF COLLEGES OF ARTS AND SCIENCES (CCAS): At its national meeting, the Council, an organization of liberal arts deans of 250 State universities, adopted a resolution of appreciation to the NCEE and its staff for preparation and publication of *A Nation at Risk*.

Source: William L. Stamey, Secretary/Treasurer, (913) 532-6900.

COUNCIL OF GREAT CITY SCHOOLS (CGCS): A discussion of the national reports on education was held by the Executive Committee of the CGCS in Chicago in July 1983. The Committee decided to develop a position statement on the Association's response to the reports calling for reform. At the March 1984 Legislative Policy Conference, a "Policy Statement on Equity and Excellence" was reviewed and referred to the Executive Committee for final review and approval. The Council expects its recent focus on elementary schools to shift toward leadership for reform of the high schools during the 1980s. "High School Reform in the Great Cities" was the theme of the Council's annual fall conference.

Source: Milton Bins, Senior Associate, (202) 371-0163.

EDUCATION COMMISSION OF THE STATES (ECS): ECS is a State-based service organization that provides policy-related information on a range of issues. It conducts policy research and surveys, maintains a clearinghouse of information on educational issues, provides technical assistance to States, and fosters leadership and cooperation in education through forums and collaborative activities with State and Federal officials. Recent activities and publications include: (1) sponsorship of the National Task Force on Education and Economic Growth which published *Action for Excellence*, resource papers related to that report's recommendations, and brochures listing actions for key groups; (2) three 50-State surveys on Teacher Policies, School Improvement, and Initiatives in Science, Mathematics, and Computer Education; (3) "A Summary of Major Reports on Education"; (4) "Pocket Guide on Merit Pay"; and (5) "A Study of State Efforts in School Improvement."

Source: Donald W. Burnes, Assistant Executive Director for Elementary and Secondary Education, (303) 830-3830.

EDUCATIONAL TESTING SERVICE (ETS): ETS has underway a variety of operational and research programs aimed at improving the quality of education. They include a newly revised National Teachers Examination, with new guidelines to be published soon to clarify the test's utility and purpose. Several national programs recognize outstanding students and teachers. ETS offers several programs to help students perform more effectively on achievement tests and is mounting new testing programs that use computers. Technology research projects are seeking ways to improve achievement through the use of computers and to enhance student computer literacy. A study in excellence, in cooperation with the National Center for Educational Statistics, is exploring how student achievement is affected by student input and school policies and procedures. Other studies are probing factors that affect student admission and retention in higher education.

Source: Gerry Bogatz, Director, Office of Development Management, (609) 921-9000.

FLORIDA EDUCATION ASSOCIATION/UNITED, AFT: The State affiliate of the AFT released a report, "Mandating Excellence and Rewarding Initiative in Teaching," in October 1983. The report is a plan to increase student achievement through: (1) attaining the State Board of Education's goal of reaching the upper quartile by 1985 in salaries and educational achievement; (2) identifying and sustaining exemplary school programs; and (3) attracting and retaining the best teachers through a career teacher program that includes a career ladder from apprentice to master teacher.

Source: Dave Paladino, Director of Communications, (904) 224-1161.

FORUM OF EDUCATIONAL ORGANIZATION LEADERS (FEOL): The Forum, which represents national organizations of school board members, teachers, principals, parents, and administrators, recommended in October 1983 higher base pay for all teachers; a career ladder system for teachers; efforts to attract the top 25 percent of college graduates to teaching; guaranteed safe schools with defined codes of discipline to help maintain teacher effectiveness; and salary incentives to encourage career teachers to remain in the profession. In addition, FEOL recommended consideration of graduation requirements of 4 years of English, and 2 each of mathematics, science, and history and social studies for all students; and 4 years of English, 3 each of science and mathematics, and 2 of foreign language for the college bound. In addition, the Forum recommended review of current use of school time before extending the school day and year, but that students be given the choice of study up to 220 days per year, once the quality of instructional time is ensured; 1 hour of homework per day for elementary students and 2 hours for high school students; use of testing for promotion, graduation, and college admission only in conjunction with other indicators of performance; and testing to help screen new teachers. The Forum's discussions led to a larger set of issues and the next focus will be a paper on the Federal role.

Source: Harold L. Hodgkinson, Moderator, (202) 822-8405.

THE GEORGIA SCHOOL BOARDS ASSOCIATION (GSBA): The Association has appointed a Task Force on Education Reform made up of five committees corresponding to each of the major recommendations in the NCEE report. The Task Force will relate its studies of the areas of recommendation to six goals established by the State Board of Education in May 1983: (1) to strengthen graduation requirements; (2) to establish at least one point in the elementary grades for promotional requirements to be met by students; (3) to mandate curriculum content; (4) to establish a merit pay system; (5) to strengthen the leadership skills of administrators; and (6) to rationalize the certification process for teachers.

Source: Marsha Rhea, Director, Information Services, (404) 962-2988.

INTERNATIONAL READING ASSOCIATION (IRA): The Association has developed a research-based analysis and response to 25 NCEE recommendations that were found to be of concern to reading educators. Each of these recommendations and its related findings was analyzed by specialists and the literature in reading research and education related to the recommendation was explored. The resulting analysis is being shared with the staff of State departments of education, State boards, and other leaders in reading instruction. The Association also is working with a group of organizations that has developed a statement on the Essentials of Education that stresses the development of higher level skills in each curricular area, as opposed to the minimum competencies that were emphasized in the 1970s. The Association also has identified the NCEE report's relevance to improving reading instruction and has conducted professional development and publishing programs aimed at carrying out many of the NCEE recommendations. Staff and leaders of IRA participated in a reading and writing task force at a forum sponsored by the Far West Regional Education Laboratory and the College Entrance Examination Board on the implementation of recommendations made by national education reports. For some time, IRA has interpreted the National Assessment of Educational Progress results for better practice in reading instruction, published checklists on the quality of instructional materials, and provided direct guidance to teachers and parents on how to enhance achievement.

Source: John Guthrie, Director of Research, (302) 731-1600.

MUSIC EDUCATORS NATIONAL CONFERENCE (MENC): The Conference has encouraged its membership to read the NCEE report and other national education reports. It is encouraging members to take advantage of recent national attention to education by showing the substance of music and asking for a share of new resources committed to the attainment of excellence. Music educators are being urged to supply facts that support the study of music and to take the initiative in political and local leadership. In March 1984, the Conference reviewed the NCEE report at numerous sessions of its inservice convention in Chicago. In addition, elected officers have participated in several national and State meetings and used several national education reports in preparing congressional testimony. MENC has also adopted a position statement with regard to the various reports on education.

Source: John Mahlmann, Executive Director, (703) 860-4000.

NATIONAL ASSOCIATION FOR EQUAL OPPORTUNITY IN HIGHER EDUCATION (NAFEO): NAFEO, an association of 114 historically and predominantly Black colleges and universities, which since 1969 has aided the overall development of Black institutions, recently implemented a Student Talent Identification Bank Program that identifies well-prepared students from NAFEO institutions for referral for internships in major corporations, other private organizations, and Federal agencies. NAFEO also presents the NAFEO Distinguished Alumni of the Year Citation to graduates of historically Black institutions who most represent the excellence of such institutions. The Association's Annual Conference on Blacks in Higher Education in Washington, D.C., provides a focus for member institutions, Federal officials, and representatives of other public and private organizations on issues concerning higher education for Blacks.

Source: Samuel L. Myers, President, (202) 333-3855.

NATIONAL ASSOCIATION OF BLACK SCHOOL EDUCATORS (NABSE): NABSE supports the "new basics" recommendations in *A Nation at Risk,* but believes a national effort is needed to include the Afro-American experience in the social studies, the humanities, and the fine and performing arts curricula. To that end the Association's president commissioned a Task Force on Black Academic and Cultural Excellence. The Task Force's recommendations will be reviewed at the Association's annual conference in Cleveland, Ohio, in November 1984. After the conference, NABSE will launch a national campaign on Black Academic and Cultural Excellence.

Source: Donald H. Smith, President, (212) 725-3143.

NATIONAL ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS (NAESP): NAESP printed copies of the Commission report at its own expense and sent it to leaders of all State affiliates. The Commission report was the major subject of discussion at two sessions of NAESP's 1983 National Fellows Program. NAESP printed in the June 1983 issue of its monthly newsletter, *Communicator*, an article on *A Nation at Risk* and a statement of its reaction to the report. During NAESP's State Leaders Conference in July 1983, members were briefed on the Commission report and they issued a position statement as a result of the briefing. In August 1983, a NAESP Standards Committee was established to recommend position statements for the Association which would define a "quality elementary school" and to recommend components of a quality training program for principals of elementary and middle schools. Its report is due September 1984. NAESP and the Department of Education, in cooperation with the Johnson and Carnegie Foundations, sponsored a September 1983 conference at Wingspread, Wisconsin, to discuss implications of the NCEE report for elementary school standards.

Source: Edward P. Keller, Deputy Executive Director, (703) 620-6100.

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP): The NAEP is following up the NCEE recommendations with five types of activities: (1) The 1983-84 reading and writing assessments are collecting added information to explore instructional practices and school policies that seem to be related to higher achievement on the assessments; and, in 1985-86, the NAEP will measure reading, science, mathematics, and computer competency to address the areas of critical concern to the NCEE. The NAEP's Advisory Policy Committee has emphasized assessment of higher order thinking skills in response to the concerns of the NCEE and other national studies. (2) The NAEP is encouraging and supporting States in performing their own assessments to compare their students' achievement with national results and with other States to provide a basis for determining where instructional improvement is most needed. (3) The NAEP is disseminating its results, including subject-oriented reports for practitioners, through a series of workshops for State testing officials in States participating in the assessment; other States and localities will be reached through regional workshops. Report cards released to the press will inform the public and policymakers of NAEP results. (4) The NAEP assessment is working with policy-setting boards to determine the data

they would find most useful. (5) NAEP will conduct an assessment of literacy among young adults, aged 21-25. NAEP also is planning a descriptive analysis of the performance of students in special populations, based on data from the national assessment.

Source: Ina Mullis, Associate Director, (609) 734-5890.

NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS (NASSP): The National Association of Secondary School Principals published and distributed to its members a special edition of the "NASSP News Leader" in May 1983, which provided comprehensive coverage of the NCEE report. In addition, NASSP prepared an "Almanac of National Reports" which compared seven different reports. Discussions of the national education reports continued at regional meetings in the fall and at the annual convention in February 1984. In the October 1983 *NASSP Bulletin*, Theodore Sizer reviewed and commented on the NCEE and other national reports on education.

In March 1984, the Association issued a special edition of the *NASSP Bulletin*, which contained a variety of responses to *A Nation at Risk* and other major reports on education. The *Bulletin* included: The National Business Association, the National Council of Teachers of English, the Music Educators National Conference, the National Council of Teachers of Mathematics, the National Art Education Association, the National Council on Foreign Language and International Studies, the National Science Teachers Association, the American Alliance for Health, Physical Education, Recreation and Dance, and the American Vocational Association.

The Association, along with the American Council on Education, sponsored a conference on the secondary school-college connection. The conference examined the past impact of college requirements on secondary schools and considered the possible future impact. Conference proceedings will be available in May 1984.

Source: Scott Thomson, Executive Director, (703) 860-0200.

NATIONAL ASSOCIATION OF SOCIAL WORKERS (NASW): The NCEE's recommendations on attendance, discipline, and instructional diversity were discussed in an editorial in the "School Social Work Bulletin" and in *Social Work Education*. A special workshop, "The Pursuit of Excellence in Education: What is the Role of School Social Work?", was presented at the Association's professional symposium in November 1983. The theme of the NASW's third Conference on School Social Work will be, "Educational Excellence in Transitional Times." Local and State meetings will explore this theme prior to the conference.

Source: Jack Hansan, Executive Director, (301) 565-0333.

NATIONAL ASSOCIATION OF STATE BOARDS OF EDUCATION (NASBE): In January 1984, NASBE's Task Force on Education Quality issued a report, "Policy Options for Quality Education," which recommended: (1) improving the academic workforce through recruitment and retraining of teachers; (2) raising academic standards for student performance; (3) establishing policies to select, train, and reward principals and other administrators; and (4) effective use of school time. NASBE maintains a clearinghouse on individual State board reform efforts. In addition, NASBE is working with the Council of Chief State School Officers, the Education Commission of the States, the National Conference of State Legislatures, and the National Governor's Association in a consortium designed to disseminate information to policymakers to help them respond to the national education reports. Two papers will be published in the spring of 1984 by NASBE's project, "Standards and Teacher Incentives: Strategies for Excellence." Finally, NASBE will produce a document to help policymakers evaluate State reform efforts. The document will form the basis of workshop sessions on excellence and evaluation to be held at four regional conferences in April and May 1984.

Source: Roberta M. Felker, Project Director, Special Education Dissemination Project, (703) 684-4000.

NATIONAL ASSOCIATION OF STATE UNIVERSITIES AND LAND GRANT COLLEGES (NASULGC): With support from the Ford Foundation, the Association's Division of Urban Affairs has launched a program to build effective collaboration between urban public universities and urban school districts. A joint task force of senior staff from both institutions convenes to review current collaboration and to develop a more carefully targeted plan for future joint activity. Projects exist in Boston, Detroit, Milwaukee, Birmingham, Cincinnati, Kansas City, Tampa, and Oakland. A significant expansion of the program is planned during 1984 and 1985.

Source: Nevin C. Brown, Assistant Director, Office of Special Programs/Urban Affairs, (202) 293-7120.

NATIONAL ASSOCIATION OF STUDENT COUNCILS (NASC): The 700 delegates to the 47th Annual NASC Conference in the summer of 1983 overwhelmingly favored more rigorous academic standards, higher pay for teachers, higher standards for teacher candidates, and improved textbooks. But 75 percent of the delegates opposed increased homework and a longer school day or year. The next annual conference in Coventry, R.I., will debate competency testing for teachers and academic restrictions on co-curricular activities. The Association represents 6,500 high schools.

Source: Terrence J. Giroux, Director, Office of Student Activities, (703) 860-0200.

NATIONAL COALITION OF ADVOCATES FOR STUDENTS (NCAS): The Coalition has started a National Board of Inquiry to investigate why large numbers of children remain excluded from school; why many who attend school fail to learn basic conceptual and problem-solving skills; why many children, who remain in school and do learn, experience underemployment and unemployment as adults; and why many teenage young people leave high school before graduation. The Board of Inquiry is holding a series of hearings through the end of May 1984. A report from the first hearing, "Our Children at Risk: The Crisis in Public Education," was published by the Massachusetts Advocacy Center, one of the 16 members of the Coalition.

Source: Joan M. First, Executive Director, (617) 357-8507.

NATIONAL COMMISSION ON SECONDARY SCHOOLING FOR HISPANICS: In October 1983, the Hispanic Policy Development Project (HPDP) announced formation of the National Commission on Secondary Schooling for Hispanics. The 18-member group will conduct a 6-month study of the current condition of Hispanic secondary school education and assess the recommendations of recent studies on U.S. high schools as they relate to the Hispanic student. Another goal of the Commission is to develop an agenda for improving the educational achievement of Hispanics in the United States.

The Commission, composed of both Hispanic and non-Hispanic educators, community leaders, and corporate representatives, met in five sites with large Hispanic populations between November 1983 and April 1984. The Commissioners met with school officials and community representatives to discuss the specific problems faced by Hispanic youth in those areas and identify successful approaches used to address them. The sites visited were Los Angeles, San Antonio, Miami, New York City, and Chicago. The final report will be issued in June 1984.

Source: David J. Vidal, Executive Director, (202) 822-8414.

NATIONAL CONFERENCE OF STATE LEGISLATURES (NCSL): NCSL devoted its entire October 1983 issue of *State Legislatures* magazine to State policy concerns raised by educational excellence. In December 1983, NCSL released the results of a "Survey of 1983 State Efforts to Improve Education." The survey highlighted activities across the 36 responding States in curricular and teaching reforms, noted State trends in improving education, and listed additional sources of information.

Upcoming NCSL publications include: Issue Briefs on "Education and Excellence: What are the Major Issues?"; "Legislative Polcies to Attract, Train and Retrain Qualified Teachers"; and "Education Strategies for Economic Growth." A more extensive version of the last topic will be contained in the forthcoming "Legislators' Guide to Education Strategies for Economic Growth."

NCSL also administers NIE-funded matching grants to State legislatures interested in conducting their own educational policy studies. The Tennessee Legislature completed one of seven reports in 1983-84, using its funds to study different approaches to rewarding outstanding teachers. This study was key to the passage of Tennessee's new career ladder legislation. NCSL also provides technical assistance on education issues to State legislators and staff at their request.

Source: Peggy Siegel, Education Program Manager, (202) 737-7004.

THE NATIONAL CONGRESS OF PARENT AND TEACHERS (NATIONAL PTA): As the advocate for children, the National PTA encourages the involvement of parents in the education of their children. The PTA's publication, *Looking in on Your School: A Work Book for Improving Public Education*, was distributed to PTA units in 25,000 schools throughout the Nation. PTA members were asked to use the workbook to evaluate their public schools and then work together with school personnel and other community members to improve the quality of education provided by those schools. This is an ongoing grass-roots effort.

The National PTA's Commission on Education studied and evaluated *A Nation at Risk* and other educational reports and is sharing this information with national, State, district, and local PTA leaders. Briefing papers were developed on issues that affect the quality of public school education.

PTA leaders are participating with other leaders in education in State and local coalitions to strengthen excellence in education. State PTA conventions in the spring of 1984 will also have emphasized consideration of the national education reports. The PTA is committed to furthering excellence in education, including all aspects of the quality of children's lives.

Source: Elaine Stienkemeyer, President, (312) 787-0977.

NATIONAL COUNCIL FOR THE SOCIAL STUDIES (NCSS): In November 1983, the NCSS House of Delegates passed a resolution accepted by the Board of Directors endorsing 4 years of social studies as a requirement for high school graduation. The Council published a response to the NCEE report in its August 1983 issue of *The Social Studies Professional*. The January 1984 issue contained the position statement of a Social Science Task Force study of how the social sciences are taught in the precollege curriculum. The task force was composed of seven national social science associations. The April 1984 issue of *Social Education* carried a preliminary position paper, "In Search of a Scope and Sequence for Social Studies." The May 1984 issue carried revised standards for social studies teacher education. The fall 1984 issue will publish new citizenship education guidelines. The Social Science Education Consortium will publish with NCSS *The Critical Role of the Social Studies* during 1984.

Source: Frances Haley, Interim Executive Director, (202) 966-7840.

NATIONAL COUNCIL OF TEACHERS OF ENGLISH (NCTE): The NCTE has established a Task Force on Excellence, which is charged with developing a strategy for sustaining a 10-year drive for excellence and providing the NCTE executive committee with specific recommendations to do this. As part of the group of organizations that developed the Essentials of Education Statement, the Council issued its own statement in 1982 on the Essentials of English that are consonant with the NCEE recommendations on teaching English. Many of NCTE's activities in 1984 focus on the theme of excellence. These include meetings and publications that emphasize the theme "Toward Excellence in English." The Council's 350 directors and officers are reviewing the NCEE recommendations, which will be discussed by the Council's internal commissions. The NCTE President responded to the national reports in the *NASSP Bulletin*. Other activities to improve English instruction include: (1) dissemination of standards for writing instruction and a booklet for parents to help them assist their children to become better writers; (2) distribution of a flyer to 100,000 school board members on how to encourage excellence in English language arts instruction; (3) holding four summer institutes in 1983 on writing and English instruction; (4) commissioning an NCTE subgroup to revise standards for preparation of language arts teachers; and (5) joining a coalition of English associations to define what excellence means in the English curriculum.

Source: John Maxwell, Executive Director, (217) 328-3870.

NATIONAL COUNCIL OF TEACHERS OF MATHEMATICS (NCTM): The NCTM cosponsored with the Maryland Center for Mathematics Evaluation a March 1984 conference on the impact of computers on the K-12 mathematics curriculum, the computer as a tool for mathematics instruction, and mathematics teacher education concerns. The Council has developed a report on how the various national reports dealt with concerns raised in NCTM's report "Agenda for Action: Recommendations for School Mathematics in the 1980s." A digest of the summary report will be published in May 1984. At a March 1984 meeting of its Board of Directors, the Council continued to discuss a master teacher project that may be pilot tested in Connecticut. Finally, the Council has updated its fact sheet on the teacher shortage.

Source: James D. Gates, Executive Director, (703) 620-9840.

NATIONAL EDUCATION ASSOCIATION (NEA): The NEA, at its 1983 Representative Assembly, established a Blue Ribbon Task Force that will make its final report to the Assembly in July 1984. The task force is addressing such issues as the relevance of contemporary school goals and purposes; the allocation of responsibility for public education among local, State, and Federal governments; the need for and sources of education funding; defining qualified teachers and the training necessary for professional practice; obtaining a compensation system compatible with professional and educational excellence; and achieving adequate support for professional practice. The NEA also hosted a January 1984 invitation conference, "Moving the Nation's Agenda," which focused on moving educational reform from analysis to implementation of the recommendations of the national education reports. The last of the task force's five regional meetings was scheduled for April 1984. NEA also has developed a guide for State affiliates: "Excellence in Our Schools, Teacher Education: An Action Plan."

State and local NEA affiliates also are mounting activities related to educational reform, including reports to the public on their priorities. Activities by State affiliates also include: conferences on educational reform and school effectiveness; participation on State task forces and commissions on educational excellence; legislative action to improve school programs and increase graduation requirements; and State-level NEA task forces on excellence in education. In addition, NEA released five position papers and published "A Guide for Teachers to *A Nation at Risk* and Other Studies."

Source: Sharon P. Robinson, Director, Instructional and Professional Development, (202) 822-7350.

NATIONAL GOVERNORS' ASSOCIATION (NGA): The Association at its 75th annual meeting in August 1983 endorsed eight recommendations made in *Action for Excellence*, a report of the Task Force on Education for Economic Growth of the Education Commission of the States. The NGA also repeated its call for the clear assignment of educational responsibility within the Federal system, while reaffirming the Governors' strong position that the States must play the primary role in the development of an effective educational system. The Association's most recent project is a "Do's and Don'ts" pocket guide prepared by its Task Force on Merit Pay. The May 1984 meeting of the NGA's Education Subcommittee will include discussions on federal reauthorization legislation, teacher incentive proposals, and the current reform movement.

Source: Loretta T. Avent, Associate Staff Director for Education and Labor, (202) 624-5358.

NATIONAL SCHOOL BOARDS ASSOCIATION (NSBA): The NSBA has undertaken several activities to follow up on the NCEE report and other national education studies. At the annual convention, the Delegates Assembly resolved that all school board members should give the reports serious attention. The NCEE report was made available to every school board president. The *School Board News* reprinted the report and published articles and editorials on the actions and responsibilities of local boards, plus articles on educational excellence and school reform. The NSBA Board of Directors adopted a series of resolutions that outlined local board responsibilities for reviewing and ensuring the quality of education and affirming the Federal role in educational equity, improvement, and reform. The NSBA President testified before Congress and met with the President and the Secretary of Education on the national education reports. The activities have developed into a set of State and local action plans for reviewing and implementing the specific recommendations of the NCEE and other reports.

Source: Thomas A. Shannon, Executive Director, (202) 337-7666.

NATIONAL SCHOOL PUBLIC RELATIONS ASSOCIATION (NSPRA): The Association has been tracking State and local activities in response to the NCEE report. It also has developed a special workshop packet to help school staffs, parents, students, and community leaders review the NCEE report, establish priorities, and develop follow-up plans. In addition, NSPRA maintains in its electronic computer network local follow-up activities to the report that may be called up by subscribers which include all Chief State School Officers, the National Association of State Boards of Education, and several statewide networks. The Association's special report was distributed in December 1983. Called *Excellence: Your Guide to Action Now*, the report is an overview of education programs in 50 states, particularly teacher improvement, improved standards for high school graduation, and computer programs.

Source: Virginia M. Ross, Director of Public Relations, (703) 528-5840.

NATIONAL SCIENCE TEACHERS ASSOCIATION (NSTA): The Association has completed a national registry of approximately 400,000 mathematics, science, social science, and computer personnel in American school systems. A careful analysis is being done of what these staff people are teaching and any other responsibilities they may have.

In April 1984, the Association hosted its annual conference in Boston on the theme, "Search for Excellence in Science Education."

Source: Bill G. Aldridge, Executive Director, (202) 328-5811.

NATIONAL URBAN LEAGUE: The League will issue a comprehensive response to the national education reports in June 1984. The response will include positon statements on competency testing of teachers and students, merit pay, curriculum reform, parent and community involvement, and school finance. The response is being drafted by The Education Advisory Committee, which has reviewed seven of the reports. The June report will also update the League's position on desegregation. Education reform action plans will be developed and prepared for implementation by education specialists in the League's 113 local affiliates.

Source: Stephanie G. Robinson, Education Director, (212) 310-9212/3.

NORTH DAKOTA EDUCATION ASSOCIATION (NDEA): A merit school plan was presented to the Interim Legislative Committee in October 1983 by the North Dakota Education Association. The plan was discussed by representatives from the NDEA, the North Dakota School Boards Association, the North Dakota Council of School Administrators, the Department of Public Instruction, and the Department of Vocational Education, in an effort to reach a common position on the plan. Not all of these groups fully endorse the NDEA plan, but they agree on some essential elements. The plan is designed to promote higher levels of quality and assumes a basic school aid formula that enables schools to meet the fundamental State statutes and regulations. It also takes into account special problems of smaller, more rural districts. The plan proposes three levels of merit status for each of three distinctive levels of schools, based on size. One essential criterion for merit is the functioning of a local Educational Excellence Committee made up of a cross section of community members.

Source: Vito Perrone, Dean, Center for Teaching and Learning, University of North Dakota, (701) 777-2675.

PHI DELTA KAPPA (PDK): PDK's Board of Directors at its July 1983 meeting approved a comprehensive program as a response to the national reports on education, and the biennial council allocated up to $100,000 to implement the program. Activities of the program include: distribution of a brochure, "Challenge and Opportunity," which summarizes three of the national reports; provision of materials to chapters to help them respond to the reports as their 1983-84 program theme; an awards program of grants of $500 to the 20 chapters doing the best job of addressing the reports; a lecture series featuring two NCEE members; a series of skill leadership institutes on the identification of master teachers; and continuous treatment of reports in issues of the *Kappan*.

Additional activities planned by PDK include: a special issue of the *Kappan* on the reports and their implications; a summer 1984 institute on merit pay, public confidence, and teacher preparation and certification; a series of pamphlets on the implications the reports have for various groups that will implement them; a "think tank" group on the implications of the reports; and documentation of existing or new programs to implement the major recommendations of the reports.

Source: Lowell C. Rose, Executive Secretary, (812) 339-1156.

SOUTHERN REGIONAL EDUCATION BOARD (SREB): The SREB has created a Commission on Educational Quality to develop methods to measure and evaluate the educational reforms under consideration in the States of the Southeast Region. The Commission has met and will meet again in June 1984 when the SREB meeting will take as its theme measures of educational progress. The Board will consider a five-point program for assessing educational progress which was developed in a meeting that included directors of testing of the 14 member States. Areas that will be examined include (1) student achievement and learning; (2) the adequacy of public financing; and (3) the kind and quality of access and participation provided to the students.

Source: Mark Musick, Public Relations, (404) 875-9211.

U.S. CHAMBER OF COMMERCE: At its February 1984 meeting, the Board of Directors endorsed a Business-Education Action Plan recommended by the 35-member Committee on Education, Employment, and Training. The plan includes: publication in late spring 1984 of a policy statement and description of exemplary programs of business-education cooperation; programs on partnerships and education for local Chamber staffs; profiles and recognition of innovative or successful partnerships in the "Small Business Exchange Newsletter"; presentation of information and discussion of educational issues and programs through the American Business Network that reaches 42 million homes and businesses, through *Nation's Business* magazine with 850,000 circulation, and through the "Business Advocate" newsletter, sent to more than 200,000 Chamber members; and cooperation with other business-oriented groups in efforts to examine and act on public and business policies involving education.

Source: Robert L. Martin, Associate Manager, Community Resources, (202) 463-5333.

VOCATIONAL INDUSTRIAL CLUBS OF AMERICA (VICA): VICA student officers from across the Nation presented their written response to the NCEE report at a special White House briefing in October 1983. Their primary concern was the preservation of secondary vocational education. Following the briefing, students presented the response on Capitol Hill to Senators and Representatives from their States. When they returned home, they made presentations to State legislatures and advisory committees, and several students testified before local and State advisory committees on their report.

In the fall, VICA published articles in both student and professional publications to assure that information about the NCEE report was available to all its members. Copies of *A Nation at Risk: VICA Members Respond* were mailed nationwide to all administrators of vocational programs.

At the national level, one result of VICA's interest in the report can be seen in the selection of its 1985 theme: "America's New Professionals: Excellence in Action."

Source: Larry W. Johnson, Chief Executive Officer, (703) 777-8810.

PRIVATE SECTOR

Foundations and businesses have undertaken a wide variety of activities in support of elementary and secondary education. Although more than 90 percent of foundation and business contributions have traditionally been distributed to postsecondary education, recently, the private sector seems to be increasing its support for public school programs and broadening the range of collaborative school-foundation-corporate activities. Examples are presented in this section and throughout the report.

FOUNDATIONS:

Foundations, which provided substantial support for some of the recent reports on education, are now providing "venture capital" to test recommendations from the reports. Although the funds are modest relative to school operating budgets, foundation support provides flexibility, underwrites research and experimentation, allows quick action and sustained effort without the pressures of standard budget cycles, and provides opportunities to gather evidence for regular policy and program decision-making. Recipients range from individual scholarship winners to multi-State consortia. Projects range from a single event in one classroom to a national effort encouraging study in a particular discipline. In some cases, foundations support projects which are simply beyond the budget of a school, while in other cases they are able to support national or regional projects that cross jurisdictional lines or do not meet current priorities of public agencies.

Foundations also can support activities that are not feasible for business investment, such as projects to develop innovative curricula or to fashion models of school organization. They support independent evaluations and dissemination activities. In addition, they support research and evaluation, pilot projects, services, and volunteer work in areas related to schools, such as child development, nutrition, family health, youth employment, and community development.

Several brief examples illustrate some dimensions of foundations' role in support of educational improvement:

A major "venture capital" program, managed by the National Association of Secondary School Principals, with funding from the

Atlantic Richfield Foundation, will award competitive grants of up to $50,000 to 25 high schools that are implementing the recommendations of *High School*, the recent report of the Carnegie Foundation for the Advancement of Teaching. Additional awards of up to $3,000 will go to 200 high schools for their work on the recommendations in *High School*.

Foundations are also supporting recognition programs to encourage and disseminate information about ways schools and individual educators can significantly improve the success of their students. The Ford Foundation is awarding $20,000 to 100 high schools selected by a panel of reviewers. The Cooper Foundation Awards for Excellence give $1,000 to about 30 teachers in a program conducted by the Nebraska State Department of Education. The West Virginia Education Foundation plans a statewide program of $300 grants to innovative teachers and $2,500 to superintendents.

Local educational improvement activities can benefit from targeted support of local foundations. The San Francisco Education Fund has supported 400 projects in 96 city public schools over the past 4 years. The Mott Foundation, in addition to its national efforts, has supported community education programs in schools in Flint, Michigan, its home town. The Lilly Endowment has given similar attention to schools in Indianapolis, Indiana.

Foundations are continuing to further public involvement in reform. For example, the Kettering Foundation sponsored 700 forums on the condition of education and educational reforms in 33 States with 20,000 participants.

BUSINESS-SCHOOL PARTNERSHIPS:

The programs in this section were selected to suggest the diversity of organizational arrangements, the geographic range of activity, and the variety of activities which involve business in partnerships with schools. Many demonstrate recent growth of established programs; some describe activities of organizations which were not previously directed toward education.

These descriptions emphasize cooperative projects and do not mention by name the thousands of companies which conduct their own programs or play prominent roles in collaborative efforts. Business and labor leaders have participated in many of the national, regional, State, and local education task forces. Businesses have provided financial support and have loaned executives for studies and new programs

There are new company policies, such as flexitime or released time for volunteer work in schools; and expansion of established policies, such as corporate-giving programs and corporate matching of employee contributions to educational programs. Companies are using their advertising and civic influence to rally public opinion and government leaders in support of educational reforms. Companies are "adopting" schools, offering teachers summer employment, and providing technical assistance in management. They are participating in job training programs, supporting parent education, and training current and former employees to help in classrooms. These new efforts are in addition to the traditional involvement of almost 400,000 individuals in approximately 40,000 vocational education advisory councils, the thousands of school clubs sponsored by business and civic groups, and the involvement of employers with the 75 percent of high school students who work part-time.

ALLEGHENY CONFERENCE EDUCATION FUND (PITTSBURGH, PA.): Established in 1978, the Education Fund had raised $600,000 for special initiatives in support of the Pittsburgh public schools and has helped the school system secure an additional $750,000 from local and national funding sources. It is administered by the Allegheny Conference on Community Development, a nonprofit organization of corporate leaders begun in 1943 to work toward renewal of downtown Pittsburgh and economic redevelopment of the region. The Fund has spent approximately $150,000 to support public information efforts to build public confidence in local schools. For example, it awarded communications grants averaging $200 to 21 elementary schools for the creation of promotional brochures and slide presentations. It distributes approximately $20,000 annually in minigrants averaging $400 each to public school teachers for special classroom projects. The Fund also sponsors a Partnerships Program in conjunction with the Greater Pittsburgh Chamber of Commerce, linking 17 companies with individual middle and high schools, and an Educator-in-Residence program, a series of 1-day residencies in which nationally prominent figures in the field of education address critical issues facing public education.

Contact: David Bergholz, Assistant Executive Director, (412) 281-1890.

AMERICAN COUNCIL OF LIFE INSURANCE (ACLI): This industry association, in cooperation with the St. Louis public schools, has developed a "how-to" kit on business-school collaboration for its 600 member companies. The kit includes a 56-page "Manual for Developing Successful Projects," a practical guide to establishing company-school links, including many ideas for company-school collaborative activities requiring various levels of commitment. It also provides information on seven national programs (e.g., Junior Achievement, Future Business Leaders of America) that encourage partnerships between businesses and schools. The kits have been distributed to several thousand educators and other interested parties. Last year, the ACLI also published reports of two conferences it sponsored on "Functional Literacy and the Workplace" and "The Stake of the Life and Health Insurance Business in Public Schools."

Contact: Eve Katz, Director, (202) 862-4000.

ATLANTA PARTNERSHIP OF BUSINESS & EDUCATION: Founded in 1981, the Atlanta Partnership involves a three-way partnership between the Atlanta public schools, private businesses, and area colleges. The Partnership includes full-time membership of 200 businesses, 16,000 business affiliates, 1,500 churches and synagogues, 9,000 volunteers, 117 PTA groups, and 20 colleges and universities. It will provide an estimated $1.5 million in program support to the Atlanta public schools in 1983-84. Its activities include an adopt-a-school program involving 70 schools adopted by 122 organizations; an affirmative action job placement program aimed at 1,000 of the city's lowest-ranking high school seniors; six magnet schools offering specialized programs, including a new center for financial services being formed by eight major Atlanta banks and to which they are contributing as much as $150,000 in cash and in-kind services; and a tutoring program involving more than 5,000 adult volunteers working in the Atlanta school system. The Atlanta Partnership last year published an "Adopt-a-School Handbook," which analyzes the role and responsibilities of the various participants in school-business adoptions.

Contact: Boyd Odom, Executive Director, (404) 658-2557.

BOSTON COMPACT: The Boston Compact is a cooperative effort of the Boston Private Industry Council, the Boston public school system, 292 local businesses, the Greater Boston Chamber of Commerce, 25 area colleges and universities, and other civic and business organizations. The Compact is a 5-year agreement entered into in 1982 in which the business community agreed to give hiring priority to Boston high school graduates. In return, the school system agreed to bring about specific measurable improvements (e.g., increased daily attendance, decreased dropout rate, and higher standardized test scores). The Compact's business members exceeded their first-year goal of hiring 400 graduates of Boston high schools into permanent jobs. The Compact commits local businesses to increase the number of graduates hired to 1,000 by 1985. A second phase of the Compact entered into in November 1983 involves an agreement by area colleges and universities to increase by 25 percent the number of local high school graduates enrolled in those institutions over the next 5 years. The goals of the Boston Compact are being pursued through such programs as the Boston Summer Jobs Program, which placed more than 1,000 high school students in full-time summer jobs in 242 private companies and 60 nonprofit agencies in 1983. The Boston Job Collaborative is a year-round career development and job placement program which last year placed more than 600 students in supervised, educationally valuable part-time work experiences. Also coordinated through the Compact is the Boston Plan for Excellence in Public Schools, a permanent endowment fund established in 1984 with a $1.5 million donation from a major Boston bank. This fund will award approximately 30 grants per year totaling $300,000 to support projects in individual schools and classrooms.

Contact: Ted Dooley, Director, Youth Programs, (617) 423-3755.

BUSINESS COUNCIL FOR EFFECTIVE LITERACY: The Business Council for Effective Literacy was formed in January 1984 to foster greater corporate awareness of the problem of adult illiteracy and to increase support from business and industry executives for programs to improve literacy skills among adults. The New York City-based Council, which was funded with an initial $1 million private grant, will also help schools, libraries, and others develop resources to improve reading competency among children. The Council has funded a 6-month study

through the American Association for Adult and Continuing Education of the development and expansion of adult literacy services in the United States. The Council's board is comprised of chief executive officers of major corporations and educational and foundation leaders.

Contact: Gail Spangenberg, Vice President, Programs, (212) 512-2415.

BUSINESS LEADERSHIP ORGANIZED FOR CATHOLIC SCHOOLS (BLOCS) (PHILADELPHIA, PA.): BLOCS, a nonsectarian group of business leaders, has raised more than $20.5 million to aid all of the 286 Catholic schools in the five-county Philadelphia area. A $5 million grant received in 1981 has been used in the last 3 years for major capital and energy-related improvements to 14 diocesan high schools. These schools experienced energy savings of over $300,000 in 1983 and expect to save over $2 million by 1987. BLOCS's goal is to raise $77 million, which will be used to establish a $50 million endowment for student assistance and to provide $17 million for building renovations and energy-saving improvements and $10 million for curriculum programs.

Contact: BLOCS, 1405 Locust St., Suite 505, Philadelphia, Pa., 19102.

CALIFORNIA EDUCATIONAL INITIATIVES FUND (CEIF): CEIF, funded by four corporate sponsors, was formed in 1979 to broaden public support for public education and to encourage creative local initiatives to improve the quality of California schools. This year it awarded approximately $600,000 to 71 projects in 62 school districts. Classroom teachers, school principals, and school district personnel may apply for grants with the approval of the superintendent of the local school district. Each year CEIF selects some general areas in which it wishes to focus its grants, such as an emphasis on the fine arts and writing in the development of basic skills. An estimated 30 to 50 percent of the projects continue beyond the initial CEIF funding and are often cited as exemplary local initiatives. A committee of school superintendents evaluates the grant applications and determines funding amounts.

Contact: Caroline Boitano, Program Officer, (415) 953-3175.

CALIFORNIA ROUNDTABLE: The California Roundtable, a statewide organization of the chief executive officers of 88 of California's principal businesses, released the results of a study entitled "Improving Student Performance in California" in January 1983. The study led to major policy recommendations to the California legislature and to significant involvement of business leaders in the successful efforts to enact reform legislation and appropriations. The report also recommended that the business community help improve student performance through increased involvement with the schools. As a first step in implementing this recommendation, the California Roundtable has compiled a massive "Catalog of Business and Community Programs in Support of Local Education," which includes abstracts of more than 600 programs in which California's business community already involves itself in supporting and contributing to local education. The abstracts are the result of a survey of more than 2,000 businesses, 200 education-related nonprofit organizations, and all county school superintendents in the State. The California Roundtable has also prepared a pamphlet titled "How Can We Help Students Prepare for Tomorrow?" to encourage individuals, businesses, and community groups to get involved with local schools.

Contact: Mary Anderson, Executive Director, (415) 974-5721.

CLEVELAND'S TEACHER INTERNSHIP PROGRAM (CTIP): Formed in 1980, CTIP arranges 8- to 12-week summer internships for elementary and secondary school teachers in Cleveland-area companies that enable them to work on energy-related projects relevant to their disciplines in a business environment. This year the program, which is operated by the Institute for Environmental Education, is being expanded to include college and university teachers, some teacher-student teams, year-long internships, and part-time internships during the school year. About 50 teachers will intern in 30 companies this summer, and the program will expand to include 100 teachers within the next 2 years. The internship program includes graduate-level coursework at Cleveland State University and weekly seminars for participating teachers throughout the summer. The teachers are also expected to design classroom instructional units based on their experiences. A recent $195,000 grant from three corporations and foundations is being used to develop marketing strategies to generate increased teacher placements and to encourage long-term support for CTIP from Cleveland businesses. CTIP is helping start similar programs in other cities and states.

Contact: Joseph Chadbourne, Administrator, (216) 791-1775.

COMMITTEE FOR ECONOMIC DEVELOPMENT (CED): The Committee for Economic Development, a research and educational organization comprised of top executives of major corporations and university presidents, has undertaken a study of "Business and the Schools" to examine the role of American public education as a major factor in the growth, stability, and competitiveness of the Nation's economy. The CED study will encompass four areas: (1) an identification of the skills, attitudes, and behaviors that businesses associate with success in entry-level jobs and with advancement; (2) an assessment of the economic costs of educational failure and the price of educational reforms; (3) a compilation of proven examples of business-education collaborations, including guidelines for developing workable partnerships; and (4) a search for new ways to promote excellence within the teaching profession. The study, which is being funded by foundations and corporations, is scheduled to be completed in the spring of 1985.

Contact: Denis Doyle, Project Director, (202) 862-5800.

CORPORATE COUNCIL FOR CRITICAL SKILLS (NEW HAMPSHIRE): This program involves business and industry in retraining mathematics and science teachers to focus their teaching on the critical skills of problem solving, creative thinking, working and learning in groups, self-taught learning, and communications skills. In the past two summers, 50 teachers have been paid to attend the Council's Critical Skills Institutes, and another 40-50 teachers will attend the institutes' 6-week sessions this summer. A week of initiation is followed by a 4-week demonstration session in which students in grades 5 to 10 learn to use the critical skills by solving real problems. Whereas half the teachers who attended the institutes had planned to leave teaching, all have stayed on and are teaching thousands of students across the State to use critical skills. Because of the demand for the training, institute-trained master teachers will begin training teachers throughout the State year-round beginning in January 1985. The Council is supported by a group of 55 businesses and industries, as well as by private foundations and educational organizations.

Contact: William Southworth, Executive Director, (603) 673-1100.

DALLAS INDEPENDENT SCHOOL DISTRICT'S ADOPT-A-SCHOOL PROGRAM: Over 1,000 businesses have adopted virtually all of Dallas's more than 200 public schools. The Dallas Chamber of Commerce coordinates the Adopt-a-School Program's business involvement, recruiting businesses, monitoring the partnership efforts, and publicizing the companies' efforts. The Dallas school district provides volunteer training once the business is matched with a school. The sponsoring businesses provide volunteer tutors and donate funds, equipment, and materials to their adopted schools. Business, religious, and civic groups provided 10,000 volunteers who gave 400,000 hours of assistance during the 1982-83 school year. Cash contributions, materials, and volunteer services were valued at an estimated $5 million last year. Begun some 10 years ago, Dallas has grown to be the largest Adopt-a-School program in the country. The Chamber of Commerce and the school district have published a free guide titled "The Business Community and the Public Schools: A Dynamic Partnership."

Contact: Rick Pacheco, Director, (214) 954-1111.

ENGINEERS CLUB OF DAYTON FOUNDATION: Established to promote science and engineering careers among young people, the Miami Valley-based Foundation has sponsored a summer jobs program for aspiring science and engineering high school students since 1981. To date, 70 high school students have participated in the program, which provides paid "hands-on" engineering experience. All 43 students from the first two classes are now enrolled in college and have selected a course of study in science or engineering. About 40 percent of the participating students are women, and 18 percent represent minorities. Last year the Foundation began an Engineers in the Classroom program, in which scientists from six corporations performed 68 classroom science demonstrations before nearly 3,000 students. The program is currently being expanded to include additional companies and two more school districts. This school year, the Foundation initiated a series of 10-hour workshops to familiarize high school mathematics and science teachers with microcomputers; the classes are taught by computer experts from area businesses and will be made available to students in the future. Eighteen corporations and an Air Force base participate in the Foundation's various programs.

Contact: Diane Harper, Executive Director, (513) 224-5928.

FAIRFAX COUNTY PUBLIC SCHOOLS EDUCATION FOUNDATION (VIRGINIA): The Fairfax County Education Foundation was formed in May 1983 to solicit donations for the Fairfax County public school system, the Nation's tenth-largest school system with a student enrollment of 121,000. It has received over $430,000 in cash, equipment, and services and expects to generate contributions totaling $750,000 within the year. To date, 30 companies have made contributions or commitments. Specific targets include fundraising for computer literacy programs, direct grants to teachers and principals, and acquisitions of equipment.

Contact: Bernadette O'Leary, Administrator, (703) 620-9730.

FAYETTE COUNTY ADOPT-A-SCHOOL PROGRAM (SOMERVILLE, TENN.): Each of the seven elementary schools (K-8) in Fayette County (population: 20,000) have been adopted by two businesses. The program, begun by the school district in 1982, identifies potential business partners through the local Chamber of Commerce. The county's secondary school students are currently moving into a new comprehensive high school, which will also become involved in the Adopt-a-School program.

Contact: Lillie Fletcher, Supervisor, (901) 465-3622.

HOUSTON INDEPENDENT SCHOOL DISTRICT'S BUSINESS/ SCHOOL PARTNERSHIP PROGRAM: Houston's growing Partnership Program was initiated by the school district in 1980 with the support of the Houston Chamber of Commerce. The first year 17 business/school partnerships were formed; during the 1983-84 school year, 154 partnerships involving 110 businesses in 108 schools had been established. About 95 percent of last year's partnerships carried over into the current year. A total of nearly 14,000 volunteers contributed more than 400,000 hours of their time to the Houston public schools last year through the business partnerships and other volunteer programs. A group of major corporations involved in the Partnership Program are currently setting up "Teacher of the Month" and "Teacher of the Year" awards to honor outstanding teachers with cash and in-kind prizes funded by the businesses. More than 20 businesses are also involved for the second year in a project to prepare handicapped secondary students for employment and to assist them in career planning. Since the Houston Partnership Program gained national

prominence as the first-place winner of the business involvement category at the National School Volunteer Conference in Boston in 1983, over 350 school districts have requested how-to information on Houston's school/business partnerships.

Contact: Terry Chauche, Coordinator, (713) 626-2950.

KENTUCKY VOCATIONAL STAFF/INDUSTRY EXCHANGE PROJECT: Since 1974, this project has enlisted over 900 businesses and industries to provide work experiences for 3,000 vocational educators. About 500 teachers will intern for 1 to 4 weeks next summer at selected work sites in order to update their skills in their teaching field. Participating teachers receive academic credit and a stipend. The upgrading in secondary vocational instruction provides business firms with better-trained, entry-level jobseekers. The State-funded project costs only about $80,000 a year, including administrative costs and teachers' stipends. Because many other States are now undertaking similar programs, the State Board of Education this year created a project handbook that provides practical information on how to start up and implement internships in business and industry for vocational teachers.

Contact: Hollie Pieratt, Jr., Director, (502) 564-3472.

LOS ANGELES UNIFIED SCHOOL DISTRICT'S ADOPT-A-SCHOOL PROGRAM: More than 270 schools out of 700 in the Los Angeles district have been adopted by local companies. The adopted schools tend to be concentrated near major employment centers such as downtown. The program began in 1972 with efforts by the University of Southern California to build better relationships with its neighborhood. Over 18,000 USC students volunteered in the Joint Education Project over a 5-year period. Corporate involvement in the program has grown substantially since California's enactment of Proposition 13. Typical activities by business adoptors include tutoring, guest lectures, career days, summer employment opportunities for students, cultural enrichment programs, inservice training for staff, student visits to businesses, and even community beautification projects. A number of businesses have donated computers and computer-training classes, office supplies, and materials and labs for teaching mathematics, science, and English.

Contact: Wayne Carlson, Director, (213) 625-6989.

LOUISIANA ASSOCIATION OF BUSINESS AND INDUSTRY (LABI): LABI has made educational quality a top priority. In October 1983, it published a two-part educational report titled "Preparing for the '90s." "The Thrust for Quality in Higher Education" called for a $50-million-a-year State investment in a fund to support research, endowed chairs, and scholarships at the university level. The second report, "Thrust for Quality in Public Schools," called for upgrading high school graduation requirements, raising promotion standards at all grade levels, raising standards and pay for teachers, reforming school governance and funding, and improving vocational-technical education. Shortly after publication of the LABI report, the State Board of Elementary and Secondary Education adopted high school graduation requirements almost identical to those recommended by LABI. LABI plans to present a career-ladder, performance-based pay plan for teachers to the Governor and State Legislature this spring.

Contact: Jackie Ducote, Vice President, Research Programs, (504) 928-5388.

MASSACHUSETTS DEPARTMENT OF EDUCATION: "Creating School-Business Partnerships" is a handbook on collaborative activities between schools and businesses in Massachusetts communities published by the Massachusetts Department of Education in 1983. Based on a survey of school superintendents in the State, this booklet highlights six exemplary school-business partnerships which vary in their structure, organization, funding, and programming. It also profiles 70 other partnerships that are indexed by four major categories: activities that occur in schools; activities that occur in businesses; resource sharing; and participation in school governance. Contact people in the profiled school systems are listed, as are businesses that are involved in the partnerships. This handbook has been disseminated to business, education, and community leaders who are interested in partnership development and the collaborative approach to industry-education partnerships. The booklet also includes a bibliography of published materials and organizational sources of information on school-business partnerships.

Contact: Susan Freedman, Coordinator, (617) 770-7574.

MATHEMATICS, ENGINEERING AND SCIENCE ACHIEVEMENT (MESA): Over 60 companies provide financial support and sponsorship for MESA, an intensive enrichment program begun in 1968 to prepare minority high school students for college studies and careers in high-technology fields. Over 4,000 students in 137 California high schools are in the program this year. MESA students are rewarded for taking extra mathematics and science courses by being allowed to participate in study groups, summer programs, internships, and field trips. In past years, over 90 percent of MESA graduates have pursued postsecondary education, with about two-thirds choosing mathematics-based fields of study. The precollege program is administered by centers at 17 college and university campuses. In addition, 2,000 minority college students are enrolled in college-level MESA programs. MESA is expanding and has affiliates in six other States.

Contact: Esteban Soriano, Executive Director, (415) 642-5064.

MEMPHIS CITY SCHOOLS ADOPT-A-SCHOOL PROGRAM: As of March 1984, all but three of the 154 public schools in Memphis have been adopted by one or more businesses, civic groups, religious organizations, and military installations. A total of 170 adoptions have been contracted (some schools have been adopted by more than one group, and some businesses have adopted more than one school). Several special programs of the Memphis public schools including programs for the visually limited, the hearing impaired, and elementary guidance counselors have also been adopted. The Memphis program began 5 years ago with only 15 adoptions.

Last year the Memphis City Schools published a 74-page booklet titled "The ABC's of Adopt-a-School" to spur still more community and corporate involvement with Memphis public schools. Because of the great interest in the Memphis program nationwide, over 1,000 of these booklets have been distributed. The Memphis City Schools will be holding its "Second National Adopt-a-School Seminar" in Memphis in April 1984. More than 200 out-of-town registrants and 700 local participants are expected at the 3-day seminar.

Contact: Barbara Russell, Program Director, (901) 454-5364.

MINNESOTA BUSINESS PARTNERSHIP (MBP): The Minnesota Business Partnership is an organization of chief executive officers of 68 of Minnesota's largest companies. It recently conducted a survey of its members concerning their involvement in education in grades K-12. The survey, the results of which will be available shortly, reflects MBP's commitment to become more actively involved in improving the quality and cost-effectiveness of education in Minnesota. To this end, MBP last year commissioned a year-long study of K-12 education in Minnesota. The first report, released in March 1984, concluded that student educational performance in Minnesota is good, but that Minnesota's strong position in educational quality may be eroding. A second report focusing on the cost of K-12 education in Minnesota will be released in May 1984. The final report, due out in September 1984, will include policy recommendations for State legislation. Fifty-two businesses are underwriting the study, which will cost in excess of $250,000.

Contact: Lee Munnich, Research Director, (612) 370-0840.

NATIONAL ASSOCIATION FOR INDUSTRY-EDUCATION COOPERATION (NAIEC): Based in Buffalo, New York, NAIEC is a national clearinghouse for information on industry involvement in education. Its membership includes corporations, trade associations, colleges and universities, an affiliated network of industry-education councils, school districts, State education departments, labor organizations, government agencies, and professional groups in every State. It encourages establishment of local industry-education councils (60 exist in 30 States) to provide a link between local business and education communities. Most of these councils receive financial support from both the local school district and business-industry sources. NAIEC has published "Industry-Education Councils: A Handbook," which suggests a variety of cooperative school-business activities. It also publishes a newsletter describing cooperative ideas and programs. In March 1984, it sponsored its third annual "Industry-Education 'Showcase' Conference" in Columbus, Ohio, to encourage industry-education programs at the secondary and postsecondary level and to discuss working examples of existing programs.

Contact: Donald Clark, President, (716) 833-6346.

NATIONAL SCHOOL VOLUNTEER PROGRAM (NSVP): A national nonprofit education association based in Alexandria, Virginia, NSVP has published a manual titled "Creating and Managing a Corporate School Volunteer Program." The handbook, funded by a grant from a corporate foundation and from several major companies, details the process of developing school-business partnerships. NSVP, whose membership includes 1,000 school volunteer programs in 48 States, also runs national training academies to help corporations and schools create effective volunteer programs. NSVP is supported by membership dues and by corporate and foundation grants. It estimates there are 4 million school volunteers across the country.

Contact: Daniel Merenda, Acting Executive Director, (703) 836-4880.

NEW HORIZONS (RICHMOND, VA.): New Horizons is a year-round work-study program sponsored by the Richmond Private Industry Council in conjunction with the Richmond schools and Virginia Commonwealth University. The program aims to improve both the academic skills and job-related skills of disadvantaged 10th and 11th graders. Due to limited funding and available jobs, the program has been limited to about 75 students each year. The current budget is $57,000, mostly in Federal Job Training Partnership Act funds. The students are paid the minimum wage by the 15 companies that employ them part-time. Nearly half of the participating students in past years have gone on to college.

Contact: Jona McKee, Project Coordinator, (804) 648-1234.

NEW YORK ALLIANCE FOR THE PUBLIC SCHOOLS: The New York Alliance, founded in 1979 under the auspices of the New York University, seeks to strengthen the commitment of the business, professional, and university communities to New York City's public schools. It is a collaboration involving business, community, and civic leaders, the leadership of the Board of Education, the United Federation of Teachers, the Council of Supervisors and Administrators, the United Parents Association, and a consortium of five New York City universities. The Principal as Curriculum Leader is a 2-year program of professional development for all New York City high school principals funded through a $430,000 grant from a major bank. Computerlink is a computerized data bank linking every New York City classroom with the

resources of more than 1,700 faculty members of the five member universities. "Go Public" is a 2-year, privately funded public information campaign on behalf of the city schools. Mentor has linked 21 high schools with 21 law firms to provide students with a more concrete understanding of the law, the legal profession, and related vocations. The American Bar Association is acting as a clearinghouse to disseminate information about this latter program nationwide.

Contact: Claire Flom, Chair, (212) 598-2712.

NIAGARA FRONTIER INDUSTRY EDUCATION COUNCIL (NFIEC) (BUFFALO, N.Y.): NFIEC is an organization in western New York State composed of 21 school districts, 9 colleges and universities, and 48 industries and businesses whose goal is to improve communication between education and industry so that educational programs will better prepare students for the world of work. NFIEC sponsors an Occupational Awareness Workshop, a graduate-level course for teachers that involves 1-day visits to 15 industrial and business work sites. More than 1,200 public school teachers and administrators have enrolled in this course in the past 12 years. Other projects include an annual county-wide Career Day for area businesses and member schools (attended by 5,000) and Operation Interview, which last year offered an opportunity for 1,200 students to engage in mock interviews with actual business and personnel people. In addition, there is a pilot business school partnership. NFIEC has also published a 24-page "Career Planning Guide" describing career possibilities in western New York. Over 650,000 of these brochures have been distributed.

Contact: Dorothea Sterne, Executive Director, (716) 686-2032.

NORTH CAROLINA BUSINESS COMMITTEE FOR MATH/SCIENCE EDUCATION: This Committee, composed of key leaders in business and industry in the State, was founded in 1982 to encourage the improvement of public education in mathematics and science by encouraging interaction between local and State businesses and the public education system. Private sector groups provide funding for the Committee's activities, which include attracting new teachers in mathematics and science, raising the level of certification in these areas, and encouraging students to take more courses in mathematics and science and pursue these subjects in higher education.

Contact: Jerome Melton, Executive Director, (919) 733-9646.

PARTNERS IN EDUCATION (PIE) (MACON COUNTY, ILL.): Formed in May 1983, Partners in Education is a small education foundation created to forge linkages between business and industry and the Macon County schools. In March 1984, it awarded a total of $4,000 in small grants to 15 teachers; in addition, it referred many of the more than 100 grant applications to the school districts, which funded many of the projects directly. PIE will award additional grants to teachers semiannually. Next year PIE will begin awarding communications grants to enable individual schools to publicize their programs. It is also planning a science retraining institute for elementary teachers and for secondary teachers of science and mathematics which will be taught by people from local businesses and industries. The foundation was initially funded by a $10,000 donation from the Junior Welfare Association. To date 15 local businesses and industries and community groups have made donations to the foundation; and the Pittsburgh-based Public Education Fund recently announced a matching grant to PIE.

Contact: Lucy Murphy, Executive Director, (217) 424-3439.

PARTNERS IN EDUCATION (INDIANAPOLIS, IND.): Partners in Education is a joint venture of the Indianapolis Chamber of Commerce and the Indianapolis public schools formed in 1979 to encourage partnerships between the business community and the schools. As of spring 1984, the program included 18 full business-school partnerships and 12 special project partnerships involving the entire school system. Over 1,800 students are affected by the various partnerships, which are coordinated and implemented by a staff of seven and are renewable yearly. Both public and private funds are used to cover PIE's administrative costs. Over 100 businesses and organizations involving over 1,000 business people donate some 12,000 volunteer hours to the Indianapolis public schools each year. The business involvement helped raise student test scores, increased attendance, and helped the schools meet their curriculum objectives.

PIE has published a 35-page booklet called "Mind Joggers," which provides glimpses of more than 100 school-business partnerships around the country. It includes a business and industry directory to enable potential business partners to see what types of partnerships similar companies have initiated with schools.

Contact: Andrea Wossell, Executive Director, (317) 267-2930.

PHILADELPHIA ALLIANCE FOR TEACHING HUMANITIES IN THE SCHOOLS (PATHS): This partnership of businesses, seven universities, and the Philadelphia public schools, has been funded to develop a national model for improving humanities instruction in urban school districts. Three-year support totaling $2.25 million from the newly formed Committee to Support the Philadelphia Public Schools is anticipated. PATHS may be the first program funded completely by private groups to concentrate on improving the teaching of the liberal arts in public schools. Its first major effort will be aimed at improving the teaching of writing, with emphasis on the secondary schools. This will entail development of a writing curriculum, extended training in the teaching of writing for up to 800 public school teachers from all subject areas, and writing workshops for at least 300 high school students conducted by well-known Philadelphia writers. In addition, up to $150,000 of the first year's budget will go for minigrants of up to $600 per teacher and $10,000 per school for humanities-related projects.

Contact: Judith Hodgson, Executive Director, (215) 299-7787.

PUBLIC EDUCATION FUND: The Public Education Fund was established in February 1983 to provide financial and technical assistance to new or existing local education funds formed to provide independent, private assistance to public school systems. Begun with an initial foundation grant of $2 million, the Pittsburgh-based Fund has awarded 1-year grants totaling $600,000 to nine local education funds in Wilmington, Del., Paterson, N.J., Tucson, Ariz., Decatur, Ill., San Jose, Oakland, Los Angeles, and San Francisco, Calif., and Washington, D.C. The local groups will use the money to create small grants programs for teachers and for other local projects. The Public Education Fund intends to award grants totaling $4-6 million to approximately 40 local education funds over a 5-year period; the local groups must have demonstrated potential for raising local private dollars to match the Fund grants.

Contact: David Bergholz, President, (412) 391-3235.

ST. LOUIS SCHOOL PARTNERSHIP PROGRAM: This program, which operates as a unit of the St. Louis Public Schools to encourage use of community resources to reinforce classroom instruction, has grown fifty-fold during the last 4 years. It has also been a force in the continuing desegregation of the St. Louis schools. Last year more than 100 local businesses and cultural, educational, and governmental agencies sponsored more than 450 partnership programs involving more than 19,000 students. Begun in 1979, the Partnership Program operates on an annual budget of about $300,000 and has a staff of 12 to recruit area businesses and to coordinate each program. It is supported by Federal and State funds that are part of a desegregation settlement, by the local board of education, in-kind contributions, grants, and private money. Partnerships are initiated by teachers who identify specific curriculum goals for which they wish to involve outside experts. Typically, the partnerships involve a series of 3 to 12 weekly sessions and often include at least one session at the sponsoring company's facilities.

Contact: Wayne Walker, Director, (314) 361-5588.

SALT LAKE CITY SCHOOL VOLUNTEERS: More than 17,000 volunteers donated over 360,000 hours of service during the 1982-83 school year to Salt Lake City public schools. The school district funds a full-time coordinator to run the School Volunteers program. The PTA coordinates the volunteers at each of the 27 elementary schools, while the school district provides a staff coordinator of volunteers at each of its nine secondary schools. Many volunteers in the high schools are involved through the growing Adopt-a-School program, in which businesses, civic groups, athletic teams, fraternal organizations, and church groups adopt specific schools. The Adopt-a-School program is currently being expanded to include elementary schools and to enlist more corporate retirees. This spring, the Salt Lake Area Chamber of Commerce and Salt Lake City School Volunteers are hosting a statewide training academy on school-business partnerships run by the National School Volunteer Program. Ten teams of school, business, community, and volunteer representatives from across the State will attend this training session. The Salt Lake City group has published an "Adopt-A-School" handbook for school personnel, volunteers, and company coordinators, which is also available to other districts.

Contact: Gene Berry, Program Coordinator, (801) 322-1471.

THE WASHINGTON ROUNDTABLE (SEATTLE, WASHINGTON): Consisting of 32 Chief Executive Officers of the State's major corporations, the Roundtable selected education as one of the three public issues of highest priority during 1983-85. A committee of seven CEOs, chaired by the head of the State's largest company, initiated a series of activities to examine education and to develop public consensus for reform: (1) sponsored one of the 12 regional forums on excellence in education convened by Secretary Bell; (2) co-sponsored a 1-day special conference on education keynoted by the Governor of Washington; (3) granted money, staff support, and research to a citizen-legislator committee established by the State Government to examine educational policies, structure, and management; and (4) assigned a team of six to nine "loaned" executives to conduct research on key education issues and prepared position papers. The Roundtable is also working closely with the Citizens Education Center Northwest to encourage public understanding and citizen involvement in helping to improve schools.

Contact: Richard Page, Executive Director, (206) 623-0180.